

ISBE USE ONLY

☐ ARRA
☐ Regular

ILLINOIS STATE BOARD OF EDUCATION

Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, IL 62777-0001

ATTACHMENT 1

DUE DATE
 May 2, 2011

FY 2012 ARRA
School Improvement Grant - Section 1003(g) – Tier I and II
Application Cover Page

INSTRUCTIONS: Submit 1 original, 5 copies, and 12 CD's. No faxed copies will be accepted. No electronic submissions will be accepted.

APPLICANT INFORMATION

NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL Albert Sanchez		REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES I.D. # 1709930
TITLE OF AUTHORIZED OFFICIAL Director, External Resources		SIG 1003(g) PROGRAM CONTACT Randel Josserand	
DISTRICT NAME AND NUMBER Chicago Public Schools / 299		TITLE OF PROGRAM CONTACT Director, Office of School Improvement	
ADDRESS (Street, City, State, 9 Digit Zip Code) 125 S. Clark Street, 11th Floor, Chicago, IL, 60603-5200		ADDRESS (Street, City, State, 9 Digit Zip Code) 125 S. Clark Street, 9th Floor, Chicago, IL, 60603-5200	
TELEPHONE (Include Area Code) 773-553-1543	FAX (Include Area Code) 773-553-2532	TELEPHONE (Include Area Code) 773-535-8665	FAX (Include Area Code) 773-535-8096
E-MAIL asanchez@cps.k12.il.us		E-MAIL rbjosserand@cps.k12.il.us	
2010 DISTRICT FEDERAL ACADEMIC STATUS 7 years in Improvement			

I certify that the program person identified above is authorized to act on behalf of the institution with regard to the School Improvement Grant - Section 1003(g).

4/22/2011

Date

Albert Sanchez

Original Signature of Superintendent/Authorized Official

SEE ADOPTED BOARD ACTION 09-0826-RS1

Date

Original Signature of School Board President

ISBE USE ONLY

Date Received

11/14/11

Date

Marianne M. Chien

Original Signature of ISBE Division Administrator, Innovation and Improvement

**RESOLUTION AUTHORIZING SIGNATURE AUTHORITY
FOR FEDERAL, STATE AND LOCAL GOVERNMENTAL GRANT APPLICATIONS**

WHEREAS, various governmental agencies provide many opportunities each year for school districts throughout the State of Illinois to seek grant funding for their students and district programs; and

WHEREAS, the Board submits a voluminous amount of grant applications to those governmental agencies that requires the Superintendent or Chief Executive Officer of the school district to sign such grant applications; and

WHEREAS, it is the intent of the Board that all grant applications be executed as expeditiously as possible and be signed by person(s) who have responsibility over the grant programs that are being sought; and

WHEREAS, designation of a delegation of signature authority by the Board will facilitate the timely execution of federal, state and local governmental grant applications.

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

1. The Director of the Office of External Resources and/or the Officer of the Office of Grants Management and Administration are hereby authorized to sign on behalf of the Board of Education of the City of Chicago all applications for federal, state and local governmental competitive, formula, direct and flow-thru grants including the certifications of assurances, budget and other such documents which are necessary to complete the grant applications, whether in electronic or hard copy format.
2. This resolution shall be effective immediately upon its adoption and shall be effective until amended or rescinded by further Board action.

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Tier I and Tier II Intervention Model Selection for Schools**

SCHOOL NAME	NCES ID #	TIER		INTERVENTION (TIER I AND II ONLY)				WAIVERS			LEAD PARTNER	
		I	II	Turnaround	Restart	Closure	Transformation	STARTING OVER In the school improvement status timeline for Tier I and Tier II schools implementing a turnaround or restart model	SCHOOLWIDE Implement a schoolwide program in a Tier I and Tier II school that does not meet the 40 percent poverty eligibility threshold	NOT APPLYING FOR WAIVER	Lead Partner Name	ISBE Approval Status
Hancock College Preparatory High School	170993001980	☒	☐	☐	☐	☐	☒	☐	☐	☒	Network For Colle	☒ Approved ☐ Not Approved
Juarez Community Academy High School	170993000722	☐	☒	☐	☐	☐	☒	☐	☐	☒	CPS / OTS	☒ Approved ☐ Not Approved
Percy L. Julian High School	170993000895	☒	☐	☐	☐	☐	☒	☐	☐	☒	CPS / OTS	☒ Approved ☐ Not Approved
Kelvyn Park High School	170993000923	☒	☐	☐	☐	☐	☒	☐	☐	☒	CPS / OTS	☒ Approved ☐ Not Approved
North Lawndale College Prep	170993003474	☒	☐	☐	☐	☐	☒	☐	☐	☒	CPS / OTS	☒ Approved ☐ Not Approved
Richards Career Academy High School	170993000718	☒	☐	☐	☐	☐	☒	☐	☐	☒	America's Choice	☒ Approved ☐ Not Approved
Tilden Community Academy High School	170993001161	☒	☐	☐	☐	☐	☒	☐	☐	☒	America's Choice	☒ Approved ☐ Not Approved
Wells Community Academy High School	170993001192	☒	☐	☐	☐	☐	☒	☐	☐	☒	Network For Colle	☒ Approved ☐ Not Approved
		☐	☐	☐	☐	☐	☐	☐	☐	☐		☐ Approved ☐ Not Approved
		☐	☐	☐	☐	☐	☐	☐	☐	☐		☐ Approved ☐ Not Approved
		☐	☐	☐	☐	☐	☐	☐	☐	☐		☐ Approved ☐ Not Approved
		☐	☐	☐	☐	☐	☐	☐	☐	☐		☐ Approved ☐ Not Approved
		☐	☐	☐	☐	☐	☐	☐	☐	☐		☐ Approved ☐ Not Approved
		☐	☐	☐	☐	☐	☐	☐	☐	☐		☐ Approved ☐ Not Approved
		☐	☐	☐	☐	☐	☐	☐	☐	☐		☐ Approved ☐ Not Approved

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Eligible but Not Served Tier I and Tier II Schools**

SCHOOL NAME	SCHOOL NCES ID #	TIER		REASON FOR NOT SERVING
		I	II	
ACE Technical Charter High School	170993005051	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage CPS internal departments to create a 3-year plan to directly support each school.
Best Practice High School	170993001208	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Bogan High School	170993000626	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Bowen Environmental Studies High school	170993004712	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Bronzeville Scholastic High School	170993005792	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Chicago Discovery Academy High School	170993004713	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Chicago Vocational Career Academy High School	170993000943	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Clemente Community Academy High School	170993001086	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Corliss High School	170993001072	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Eligible but Not Served Tier I and Tier II Schools**

SCHOOL NAME	SCHOOL NCES ID #	TIER		REASON FOR NOT SERVING
		I	II	
Crane Technical Prep High School	170993000717	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Douglass Academy High School	170993005789	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Dunbar Vocational Center Academy High School	170993000588	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Dyett High School	170993004265	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Entrepreneurship High School	170993004714	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Farragut Career Academy High School	170993000788	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Foreman High School	170993000799	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Gage Park High School	170993000809	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Global Visions High School	170993005668	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Eligible but Not Served Tier I and Tier II Schools**

SCHOOL NAME	SCHOOL NCES ID #	TIER		REASON FOR NOT SERVING
		I	II	
Hirsch Metropolitan High School	170993000879	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage CPS internal departments to create a 3-year plan to directly support each school.
Hope College Prep High School	170993004266	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Hyde Park Academy High School	170993000893	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Manley Career Academy High School	170993001125	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Multicultural Arts High School	170993005794	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
New Millennium Health High School	170993005072	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
North-Grand High School	170993005074	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Raby High School	170993305075	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Robeson High School	170993000967	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Eligible but Not Served Tier I and Tier II Schools**

SCHOOL NAME	SCHOOL NCES ID #	TIER		REASON FOR NOT SERVING
		I	II	
School of Leadership High School	170993005665	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
School of Social Justice High School	170579305793	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
School of Technology High School	170993005664	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
School of the Arts High School	170993004717	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Senn High School	170993001114	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
World Language High School	170993005788	☒	☐	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Amundsen High School	170993000587	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Carver Military Academy High School	170993000671	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Chicago Academy High School	170993005061	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.

DISTRICT NAME AND NUMBER Chicago Public Schools/299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Eligible but Not Served Tier I and Tier II Schools**

SCHOOL NAME	SCHOOL NCES ID #	TIER		REASON FOR NOT SERVING
		I	II	
Curie Metropolitan High School	170993001198	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage CPS internal departments to create a 3-year plan to directly support each school.
Harlan Community Academy High School	170993000851	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Hubbard High School	170993000889	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Infinity Math Science & Tech High School	170993005795	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Kelly High School	170993000920	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Kennedy High School	170993000924	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Mather High School	170993000977	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Prosser Career Academy High School	170993000681	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Roosevelt High School	170993001093	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.

DISTRICT NAME AND NUMBER Chicago Public Schools/299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Eligible but Not Served Tier I and Tier II Schools**

SCHOOL NAME	SCHOOL NCES ID #	TIER		REASON FOR NOT SERVING
		I	II	
Schurz High School	170993001111	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Simeon Career Academy High School	170993000758	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Steinmetz Academic Centre High School	170993001139	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Sullivan High School	170993001149	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Washington G High School	170993001189	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
Youth Connections Charter High School	170993003473	☐	☒	CPS has 60 of the 98 Tier I & Tier II high schools. To build capacity and address the needs of these schools, CPS will hire external partners and leverage internal departments to create a 3-year plan to directly support each school.
		☐	☐	
		☐	☐	
		☐	☐	

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

ATTACHMENT 4

Page 1 of 8

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

SIG 1003(g) Goal # 1 _____:

The FY12 SIG applicant high schools have an average 2010 PSAE READING M/E of 16.3%, therefore selected schools will demonstrate an increase in academic achievement in Reading to 20.3% PSAE M/E (2012), to 28.3% PSAE Reading M/E (2013), and to 36.3% PSAE Reading M/E (2014) through the implementation of comprehensive school improvement plans.

Directions - Objectives: These must align with the cited annual improvement goal. (Column 1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed. (*See Objective example below.*)

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example)	(Example)	(Example)	(Example)	(Example)
Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	11.2011 05.2011	School Principal Lead Partner
Objective # <u>1.1</u> Increase student learning through an increase of instructional time for all students, with additional time for targeted groups.	1.1.1 Increase the instructional day for all students by 60 minutes. 1.1.2 Increase the instructional day for targeted students by 300 minutes per week. 1.1.3 Increase time in core subjects (ELA & Math) by 100 minutes weekly	1.1 20.3% of students M/E on 2012 PSAE Reading 1.1 45% of students make Expected Gains on EPAS Reading 1.1 70% of students demonstrate mastery on targeted skills through Interim Assessments	June 2012 June 2012 June 2012	Principal / Lead Partner / OSI
Objective # <u>1.2</u> Develop and implemented targeted Tier II/III interventions for all at-risk students	1.2.1 Develop and provide targeted reading in-school curriculum and intervention programs for 9th & 10th grade at-risk students. 1.2.2 Develop and provide targeted reading extended-school curriculum and intervention programs for at-risk students.	1:2 70% of student cohort demonstrate mastery on targeted skills through Interim Assessments 1.2 80% of student cohort show mastery of targeted skills though instructor assessments	June 2012 June 2012	Principal / Lead Partner / OSI
Objective # <u>1.3</u> Increase instructional time by improving attendance, decreasing truancy, and decreasing out of school suspensions	1.3.1 Increase in daily/annual student and weekly/annual teacher attendance 1.3.2 Decrease monthly/annual student truancy rates 1.3.3 Decrease out of school suspension rates	1.3 Improve student attendance rate to 82.5% (from applicant school baseline of 77.5%)	June 2012	Principal / Lead Partner / OSI

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

ATTACHMENT 4

Page 2 of 8

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

SIG 1003(g) Goal # 1 _____:

The FY12 SIG applicant high schools have an average 2010 PSAE READING M/E of 16.3%, therefore selected schools will demonstrate an increase in academic achievement in Reading to 20.3% PSAE M/E (2012), to 28.3% PSAE Reading M/E (2013), and to 36.3% PSAE Reading M/E (2014) through the implementation of comprehensive school improvement plans.

Directions - Objectives: These must align with the cited annual improvement goal. (Column 1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed. (*See Objective example below.*)

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example)	(Example)	(Example)	(Example)	(Example)
Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	11.2011 05.2011	School Principal Lead Partner
Objective # <u>1.4</u> Increase student outcomes by aligning the curriculum and assessments to the Common Core Standards	1.4.1 Implement an comprehensive Curriculum Mapping Project to develop and align curriculum to Common Core Standards. 1.4.2 Design Common Course Unit Assessments 1.4.3 Design Curriculum Units & Lesson Plans	1.4 20.3% of students M/E on 2012 PSAE Reading 1.4 45% of students make Expected Gains on EPAS Reading 1:4 70% of students demonstrate mastery on targeted skills through Interim Assessments	June 2012 June 2012 June 2012	Principal / Lead Partner / OSI
Objective # <u>1.5</u> Increase the quality of differentiated instruction & instructional alignment with targeted teacher professional development, coaching, collaboration, supports, and use of data	1.5.1 Implement weekly PD & Collaboration periods for staff groups. 1.5.2 Implement job embedded professional development through formal PD, one-on-one coaching, & peer-to-peer supports	1.5 20.3% of students M/E on 2012 PSAE Reading 1.5 Average staff rating of 4.0 on 5.0 Rubric of informal observation and feedback by coaches and peers	June 2012 June 2012	Principal / Lead Partner / OSI
Objective # _____				

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

ATTACHMENT 4

Page 3 of 8

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

SIG 1003(g) Goal # 2:

The FY12 SIG applicant high schools have an average 2010 PSAE MATH M/E of 12.0%, therefore selected schools will demonstrate an increase in academic achievement in Math to 16.0% PSAE M/E (2012), to 24.0% PSAE Math M/E (2013), and to 32.0% PSAE Math M/E (2014) through the implementation of comprehensive school improvement plans.

Directions - Objectives: These must align with the cited annual improvement goal. (Column 1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed. (*See Objective example below.*)

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	(Example) 1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	(Example) 11.2011 05.2011	(Example) School Principal Lead Partner
Objective # <u>2.1</u> Increase student learning through an increase of instructional time for all students, with additional time for targeted groups.	2.1.1 Increase the instructional day for all students by 60 minutes. 2.1.2 Increase the instructional day for targeted students by 300 minutes per week. 2.1.3 Increase time in core subjects (ELA & Math) by 100 minutes weekly	2.1 16.0% of students M/E on 2012 PSAE Math 2.1 45% of students make Expected Gains on EPAS Math 2.1 70% of students demonstrate mastery on targeted skills through Interim Assessments	June 2012 June 2012 June 2012	Principal / Lead Partner / OSI
Objective # <u>2.2</u> Develop and implement targeted Tier II/III interventions for all at-risk students	2.2.1 Develop and provide targeted reading in-school curriculum and intervention programs for 9th & 10th grade at-risk students. 2.2.2 Develop and provide targeted reading extended-school curriculum and intervention programs for at-risk students.	2.2 70% of student cohort demonstrate mastery on targeted skills through Interim Assessments 2.2 80% of student cohort show mastery of targeted skills through instructor assessments	June 2012 June 2012	Principal / Lead Partner / OSI
Objective # <u>2.3</u> Increase instructional time by improving attendance, decreasing truancy, and decreasing out of school suspensions	2.3.1 Increase in daily/annual student and weekly/annual teacher attendance 2.3.2 Decrease monthly/annual student truancy rates 2.3.3 Decrease out of school suspension rates	1.3 Improve student attendance rate to 82.5% (from applicant school baseline of 77.5%)	June 2012	Principal / Lead Partner / OSI

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

ATTACHMENT 4

Page 4 of 8

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, masurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

SIG 1003(g) Goal # 2:

The FY12 SIG applicant high schools have an average 2010 PSAE MATH M/E of 12.0%, therefore selected schools will demonstrate an increase in academic achievement in Math to 16.0% PSAE M/E (2012), to 24.0% PSAE Math M/E (2013), and to 32.0% PSAE Math M/E (2014) through the implementation of comprehensive school improvement plans.

Directions - Objectives: These must align with the cited annual improvement goal. (Column 1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed. *(See Objective example below.)*

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example)	(Example)	(Example)	(Example)	(Example)
Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	11.2011 05.2011	School Principal Lead Partner
Objective # <u>2.4</u> Increase student outcomes by aligning the curriculum and assessments to the Common Core Standards	2.4.1 Implement an comprehensive Curriculum Mapping Project to develop and align curriculum to Common Core Standards. 2.4.2 Design Common Course Unit Assessments 2.4.3 Design Curriculum Units & Lesson Plans	2.4 16.0% of students M/E on 2012 PSAE Math 2.4 45% of students make Expected Gains on EPAS Math 2.4 70% of students demonstrate mastery on targeted skills through Interim Assessments	June 2012 June 2012 June 2012	Principal / Lead Partner / OSI
Objective # <u>2.5</u> Increase the quality of differentiated instruction & instructional alignment with targeted teacher professional development, coaching, collaboration, supports, and use of data	2.5.1 Implement weekly PD & Collaboration periods for staff groups. 2.5.2 Implement job embedded professional development through formal PD, one-on-one coaching, & peer-to-peer supports	2.5 16.0% of students M/E on 2012 PSAE Math 2.5 Average staff rating of 4.0 on 5.0 Rubric of informal observation and feedback by coaches and peers	June 2012 June 2012	Principal / Lead Partner / OSI
Objective # _____				

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

ATTACHMENT 4

Page 5 of 8

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

SIG 1003(g) Goal # 3 _____:

The FY12 SIG applicant high schools have an average 2010 PSAE COMPOSITE M/E of 11.6%, therefore selected schools will demonstrate an increase in Composite academic achievement to 15.6% PSAE M/E (2012), to 23.6% PSAE M/E (2013), and to 31.6% PSAE M/E (2014) through the implementation of comprehensive school improvement plans.

Directions - Objectives: These must align with the cited annual improvement goal. (Column 1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed. *(See Objective example below.)*

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	(Example) 1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	(Example) 11.2011 05.2011	(Example) School Principal Lead Partner
Objective # <u>3.1</u> Increase student learning through an increase of instructional time for all students, with additional time for targeted groups.	3.1.1 Increase the instructional day for all students by 60 minutes. 3.1.2 Increase the instructional day for targeted students by 300 minutes per week. 3.1.3 Increase time in core subjects (ELA & Math) by 100 minutes weekly	3.1: 15.6% of students M/E on 2012 PSAE Composite 3.1: 42.2% of students make Expected Gains on EPAS 3.1: 70% of students demonstrate mastery on targeted skills through Interim Assessments	June 2012 June 2012 June 2012	Principal / Lead Partner / OSI
Objective # <u>3.2</u> Develop and implemented targeted Tier II/III interventions for all at-risk students	2.2.1 Develop and provide targeted reading in-school curriculum and intervention programs for 9th & 10th grade at-risk students. 2.2.2 Develop and provide targeted reading extended-school curriculum and intervention programs for at-risk students.	3.2: 70% of student cohort demonstrate mastery on targeted skills through Interim Assessments 3.2: 80% of student cohort show mastery of targeted skills through instructor assessments	June 2012 June 2012	Principal / Lead Partner / OSI
Objective # <u>3.3</u> Increase instructional time by improving attendance, decreasing truancy, and decreasing out of school suspensions	2.3.1 Increase in daily/annual student and weekly/annual teacher attendance 2.3.2 Decrease monthly/annual student truancy rates 2.3.3 Decrease out of school suspension rates	1.3 Improve student attendance rate to 82.5% (from applicant school baseline of 77.5%)	June 2012	Principal / Lead Partner / OSI

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

ATTACHMENT 4

Page 6 of 8

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

SIG 1003(g) Goal # 3:

The FY12 SIG applicant high schools have an average 2010 PSAE COMPOSITE M/E of 11.3%, therefore selected schools will demonstrate an increase in Composite academic achievement to 15.3% PSAE M/E (2012), to 23.3% PSAE M/E (2013), and to 31.3% PSAE M/E (2014) through the implementation of comprehensive school improvement plans.

Directions - Objectives: These must align with the cited annual improvement goal. (Column 1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed. *(See Objective example below.)*

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example)	(Example)	(Example)	(Example)	(Example)
Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	11.2011 05.2011	School Principal Lead Partner
Objective # <u>3.4</u> Increase student outcomes by aligning the curriculum and assessments to the Common Core Standards	3.4.1 Implement an comprehensive Curriculum Mapping Project to develop and align curriculum to Common Core Standards. 3.4.2 Design Common Course Unit Assessments 3.4.3 Design Curriculum Units & Lesson Plans	3.4 15.3% of students M/E on 2012 PSAE Composite 3.4 42.2% of students make Expected Gains on EPAS 3:4 70% of students demonstrate mastery on targeted skills through Interim Assessments	June 2012 June 2012 June 2012	Principal / Lead Partner / OSI
Objective # <u>3.5</u> Increase the quality of differentiated instruction & instructional alignment with targeted teacher professional development, coaching, collaboration, supports, and use of data	3.5.1 Implement weekly PD & Collaboration periods for staff groups. 3.5.2 Implement job embedded professional development through formal PD, one-on-one coaching, & peer-to-peer supports	3.5 15.3% of students M/E on 2012 PSAE composite 3.5 Average staff rating of 4.0 on 5.0 Rubric of informal observation and feedback by coaches and peers	June 2012 June 2012	Principal / Lead Partner / OSI
Objective # _____				

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

ATTACHMENT 4

Page 7 of 8

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

SIG 1003(g) Goal # 4 _____: The FY12 SIG applicant high schools have an average graduation rate of 62.8%, therefore will increase graduation rates to 65.8% (2012), to 69.8% (2013), and to 80.8% (2014).

Directions - Objectives: These must align with the cited annual improvement goal. (Column 1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed. (See *Objective example below.*)

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	(Example) 1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	(Example) 11.2011 05.2011	(Example) School Principal Lead Partner
Objective # <u>4.1</u> Offer credit recovery options for students who are at risk to graduate	4.1.1 Monthly / annual On-Track rates for all grade levels (students are on-track if they have accumulated enough of the right credits) 4.1.2 Monthly / semester course pass rates	4.1.1 Increase Student on track to graduate rates to 63.2% 4.1.2 65.8% of all students passing all courses	June 2012 June 2012	Principal / Lead Partner / OSI
Objective # <u>4.2</u> Integrate a college going focus into the school culture	4.2.1 FAFSA completion, college application, and college enrollment rates	4.2.1 Increase college enrollment rates by 5% to 49.9%	June 2012 June 2012	Principal / Lead Partner / OSI
Objective # <u>4.3</u> Provide accelerated learning opportunities for students	4.3.1 Increase AP enrollment and success rates 4.3.2 Increase Dual Credit enrollment rate and college credit accumulation 4.3.3 Increase Advanced Math Course offerings and enrollment rate	4.3.1 Increase AP enrollment and success rates to 16.6% and 11.6% 4.3.2 Establish dual enrollment program; enroll first cohort of students 4.3.3 Increase Advance Math course offering and enrollment by 5%	June 2012 June 2012 June 2012	Principal / Lead Partner / OSI

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

ATTACHMENT 4

Page 8 of 8

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -12

Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

SIG 1003(g) Goal # 5 _____:

The FY12 SIG applicant high schools will focus on creating a stable learning environment, therefore will achieve an average 4.0 (5.0 scale) on Culture and Climate survey

Directions - Objectives: These must align with the cited annual improvement goal. (Column 1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed. (See *Objective example below.*)

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	(Example) 1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	(Example) 11.2011 05.2011	(Example) School Principal Lead Partner
Objective # <u>5.1</u> Implement new discipline processes and procedures that align to a restorative justice model	5.1 Weekly / annual discipline rates as measured by a reliable and consistent measurement system	5.1.1 Build effective system to monitor and record discipline incidents; establish baseline 5.1.2 Decrease discipline incidents by 10% from baseline each semester	January 2012 June 2012	Principal / Lead Partner / OSI
Objective # <u>5.2</u> Create comprehensive student social and emotional support systems	5.2 Weekly / annual discipline rates as measured by a reliable and consistent measurement system	5.2.1 Build effective system to monitor and record discipline incidents; establish baseline 5.122 Decrease discipline incidents by 10% from baseline each semester	January 2012 June 2012	Principal / Lead Partner / OSI
Objective # _____				

Abstract

The third largest school district in the nation, Chicago Public Schools (CPS) serves more than 409,055 students in nearly 637 schools and employs over 21,000 teachers. CPS serves a diverse population of students (45% African American, 41% Latino), the vast majority of which come from low-income families (86%). Through the Illinois State Board of Education's School Improvement Grant (SIG) program, CPS is eager to provide critical resources and support to eight high schools (Juarez, Julian, Kelvyn Park, North Lawndale College Prep, Wells, Hancock, Tilden and Richards). These schools are among the sixty in CPS which are currently included on the list of eligible Tier I / II schools in the state as identified by the Illinois State Board of Education. Each school completed an extensive Needs Assessment process which led each school community of applicant schools to select the Transformation reform model. Completion of the Needs Assessment involved the School Administrators, Instructional Leadership Teams (ILTs), School Staff, Parent Advisory Councils, Chicago Teacher's Union Representatives, and Local School Councils.

Participating schools have struggled for years to make significant gains in relevant student achievement indicators; however, CPS firmly believes that with the right added resources and supports, these schools are in a prime position to make significant improvements in a short amount of time. While the chart below provides a brief snapshot of the current challenges that need to be addressed, all of the participating school stakeholders—students, teachers, and principals alike—are fully committed to reversing these trends and creating within their schools a positive environment of high standards that will foster immediate progress and future success.

School Name	Enrollment (2010-11)	Largest Student Demographic	% Low Income	Meets/ Exceeds PSAE Composite	Attendance Rate (2010)	Graduation Rate (2010)	Dropout Rate (2010)
Juarez	1,564	94.1% Hispanic	97.1%	17%	82.9%	64.4%	11.1%
Julian	1,420	99.3% Black	94.2%	10%	73.5%	72%	23.3%
Kelvyn Park	1,455	89.8% Hispanic	95.8%	13%	79.7%	60.8%	14.3%
North Lawndale	741	98.2% Black	95.4%	14%	93.1%	100%	4.6%
Hancock	997	90.6% Hispanic	94.3%	17%	77.8%	62.4%	7.9%
Richards	600	72.5% Hispanic	97.8%	6%	87%	52.3%	14.3%
Tilden	680	69.4% Black	98.4%	6%	70%	49.1%	31.3%
Wells	665	49.2% Black 48.6% Hispanic	93.4%	9%	67.5%	68%	20.3%

To address the widespread, chronic problems in our lowest-performing schools, the Chicago Board of Education created the Office of School Improvement (OSI) in 2009 to implement and oversee dramatic, sustainable solutions that address a school's core deficiencies through a variety of internal and external Lead Partners working directly with schools. The framework and focus for the work of the Office of School Improvement is:

*We bring people **together** to create effective strategies and **solutions** for schools, and help students **beat the odds** by giving students greater opportunities to **succeed**.*

Since its inception, OSI has systematically increased the district's capacity to accommodate additional cohorts of lowest-performing schools by taking lead partner organizations in a strategic effort to significantly impact student achievement. By the 2010-11 academic year, the district will have implemented one of the federal reform models in 26 schools. Most importantly, the Chicago Board of Education has granted OSI an incredible degree of autonomy within the district. As such, OSI is able to provide exceptional flexibility—in matters of staffing;

scheduling and school calendars; curriculum and assessment, governance and school policies; and budgetary decision making—to the schools that need it most.

Three Lead Partners, who have extensive experience driving dramatic progress in underperforming schools, were selected for the FY12 CPS School Improvement Grant application. The **CPS Office of Transformation Support**, an Internal Lead Partner, will serve four high schools: Juarez, Julian, Kelvyn Park, and North Lawndale College Prep. The University of Chicago's **Network for College Success**, an External Lead Partner, will serve two high schools: Wells and Hancock. **America's Choice**, also an External Lead Partner, will serve the remaining two schools: Richards and Tilden. Lead Partners were selected by the local school stakeholders based on their particular ability, experience and capacity during the Needs Assessment process.

Regardless of a school's Lead Partner, the following **five goals** and their associated objectives provide overarching unity to the project and serve as a guide to the design, implementation, and evaluation of the success of the school improvement efforts.

Goal 1: Improve student achievement in Reading on the PSAE by:

- (1) Increasing instructional time with additional learning opportunities;
- (2) Providing targeted interventions for at-risk students;
- (3) Increasing instructional time by improving attendance and decreasing truancy;
- (4) Aligning the curriculum and assessments to the common core; and
- (5) Increasing the quality of differentiated instruction with targeted teacher professional development, coaching, collaboration, supports, and use of data.

Goal 2: Improve student achievement in Mathematics on the PSAE by:

- (1) Increasing instructional time with additional learning opportunities;
- (2) Providing targeted interventions for at-risk students;
- (3) Increasing instructional time by improving attendance and decreasing truancy;
- (4) Aligning the curriculum and assessments to the common core; and
- (5) Increasing the quality of differentiated instruction with targeted teacher professional development, coaching, collaboration, supports, and use of data.

Goal 3: Improve student achievement in the Composite score on the PSAE by:

- (1) Increasing instructional time with additional learning opportunities;

- (2) Providing targeted interventions for at-risk students;
- (3) Increasing instructional time by improving attendance and decreasing truancy;
- (4) Aligning the curriculum and assessments to the common core; and
- (5) Increasing the quality of differentiated instruction with targeted teacher professional development, coaching, collaboration, supports, and use of data.

Goal 4: Increase graduation rates by:

- (1) Offering credit recovery options for students;
- (2) Integrating a college-going focus into the school culture; and
- (3) Providing accelerated learning opportunities for students.

Goal 5: Create a stable learning environment within the school by:

- (1) Implementing new restorative justice discipline processes and procedures; and
- (2) Creating comprehensive student social and emotional support systems.

To meet the above goals and objectives, Lead Partners—in collaboration with School Improvement Teams and school Principals —have identified evidence-based best-practice strategies to address the most pressing student needs at each school. Participating schools share many of the same salient problems (such as poor PSAT scores, low attendance, low graduation rates, high dropout rates and elevated numbers of behavior incidents); however, the root causes of these issues are unique to each school’s student population, school environment and surrounding community. Therefore, each school’s improvement strategies have been tailored to address the unique needs of each school’s students, teachers and leaders.

School-level improvement activities are described in detail in the School Narrative sections of this proposal. While each school has a specific School Improvement Plan, a number of programmatic commonalities are present. Common strategies include:

- *Extended instruction time and interventions:* Acceleration Academies, after school tutoring, Credit Recovery , Second Semester On-track to Graduation Academy
- *9th Grade Transitions:* Freshman Summer Bridge program, Freshman Success Academies and additional Freshman specific counseling supports
- *Curriculum Alignment:* extensive consulting support, professional development and coaching with extended time for instructional staff

- *Professional Development*: summer and on-going professional development with coaching support and time for collaboration and planning
- *Family and Community Outreach*: Community Connector leveraging Asset Based Community Development model; Parent University
- *College and Career Focus*: College and Career Coach, consulting support to develop College and Career program, college trips
- *Data Driven Culture*: Data Analyst, Data Coaches, and Data systems with professional development and extended time for teachers to review data to inform instruction
- *Acceleration*: additional Advanced Placement courses and teacher PD to improve success rate and Dual Enrollment with City Colleges of Chicago
- *Social and Emotional Supports*: Restorative Justice Deans, Attendance Deans, Counselors, and mentors

These strategies represent only a fraction of the transformative programs CPS is eager to bring to our most struggling schools. Throughout this process OSI, the Lead Partners and the school leadership team have worked to include all key stakeholders in development of the school improvement strategies. The application includes sign-in sheets from these sessions leading up to this submission. The school appendices include letters of support from staff, school leadership, union representatives, parents, students, community members and partners, supporting partners and elected officials committing their support of the proposed interventions and focus on improved outcomes.

Ultimately, the Office of School Improvement (OSI) will hold all Lead Partners and schools accountable for meeting these goals and objectives and will advocate for the schools to ensure that they receive the proper supports and oversight for hiring, staff evaluations, governance and operational flexibility to achieve transformational success. OSI will meet regularly with Lead Partners and School Leadership Teams to discuss progress towards goals as evidenced by collected data and to address any barriers to success. We are all committed to this work on behalf of each of the students in these struggling schools so that they can beat the odds and find great success.

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	NAME OF SCHOOL

Part III – District Level Capacity Analysis

District Level: Policies, Procedures and Practice Analysis

Directions: This section is divided into four areas. The team will need to reach consensus on each item and determine the extent to which the team strongly agrees or strongly disagrees with the statement. The focus of this section is on district level capacity.

Teachers and Leaders

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Our district has staff qualified to lead bold changes in schools.	☒	☐	☐	☐
Our district establishes and implements a process to assign professional and support staff based on system needs and staff qualifications.	☐	☒	☐	☐
Central Office staff has the authority to replace principals and teachers based on performance.	☐	☒	☐	☐
Our district has authority to grant principals operational flexibility over items like budgets, staffing, and calendar.	☐	☐	☒	☐
Our district implements a staff evaluation system that provides for the professional growth of all personnel. <u>Considerations:</u> Evaluation process takes into consideration student data and other elements such as working in collaboration to support school improvement efforts, walk-throughs, observations, and is designed to reflect performance over a specified period.	☐	☒	☐	☐
There is a staffing plan in place that reflects best practice for recruiting, placing, and retaining effective teachers and school leaders. <u>Considerations:</u> Highly Qualified Staff, Proper Certification, Environment free of Nepotism, Trained Paraprofessionals, Support for Nationally Board Certified Teachers, Identified Opportunities for Career Growth, Flexible Work Environment.	☐	☐	☒	☐
Our district's relationship with the union will support negotiations of contract terms that ensure the placement of highly effective teachers and the dismissal of low performing teachers. <u>Considerations:</u> Communications, community support, indepth understanding of evaluation methods, legislation/statutes, collective bargaining agreements.	☐	☒	☐	☐

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area? (Limit comments to space provided.)

The CPS Office of School Improvement (OSI) was developed specifically to support schools identified for closure, restart, transformation, and turnaround by the Board. OSI directly manages External & Internal Lead Partners to manage restart, turnaround and transformation. The office is staffed with highly experienced administrators who have lead documented school improvement efforts. OSI has unprecedented autonomy and increased supports for schools with regard to: communications; curriculum & instruction; performance management; project management; personnel; policies/procedures; and, schedules/calendars/instructional minutes granted by the Board and/or through agreement with the CTU through the CBA. The applicant schools are currently not under OSI, and will only move under this reform support organization if a School Improvement Grant is received. Traditional schools are subject to policies which greatly limit principal flexibility. There is much greater flexibility granted for schools identified for implementation of one of the four federal intervention models under support structures built by the CPS Office of School Improvement, as described above.

The Chicago Public Schools does not have a quality staff identification and selection program supported comprehensively by the district. The Office of School Improvement has a highly effective staff identification and hiring process to ensure a highly qualified individual is put in place for each opening by greatly increasing the school's capacity to recruit, identify, and retain highly qualified staff.

District 299 complies with the current Chicago Teachers Union contract allowing staff replacement when a teacher does not have tenure, fails to meet expectations through evaluations and is employed at a school identified as a Turnaround or Restart. Under the current contract, it can be difficult to replace tenured teachers in a timely manner. This is a situation currently under review for modification and collaboration to this end is underway with the Chicago Teacher's Union (CTU) to allow greater flexibility. Evaluating both the process for replacing tenured teachers who demonstrate poor performance and that of obtaining tenure will help the district improve its ability to maintain high-quality staff. This is an area that needs to be addressed through collective bargaining - which is underway.

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	NAME OF SCHOOL

Instructional and Support Strategies

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Our district uses data to drive decisions and targets resources and ongoing support to low-performing students in the neediest schools. <u>Considerations:</u> Data exist to support the decision to allocate resources towards a particular service, material, equipment, etc.	☒	☐	☐	☐
Our district has in place a well defined plan for supporting the ongoing need for data collection and analysis to support and drive instructional needs for continuous improvement and/or the need for interventions. <u>Considerations:</u> Personnel, school data teams, professional development, communication.	☐	☒	☐	☐
District ensures that:				
▫ Curriculum	☐	☐	☒	☐
▫ Assessment	☐	☒	☐	☐
▫ Instructional Practices	☐	☒	☐	☐
lead to equitable educational opportunities and outcomes for all students in its neediest schools. <u>Considerations:</u> There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.				
Our district ensures instructional practices are aligned with assessment practices to measure student progress. <u>Considerations:</u> Grade-level benchmarks, progress monitoring, job embedded professional development.	☐	☒	☐	☐
Our district continuously monitors curriculum to make certain it supports instructional practices that are responsive to student needs. <u>Considerations:</u> There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.	☐	☒	☐	☐
Teachers are competent in and use a variety of differentiated teaching strategies that meet the needs of all students. <u>Considerations:</u> The district ensures that research-based instructional strategies are implemented. Ongoing professional development is available and provided based on teacher input. Coaches are provided to assist teachers in utilizing instructional practices that best meet the needs of their students.	☐	☒	☐	☐
Intervention strategies, supports, and extended learning opportunities are in place for all students who struggle academically. <u>Considerations:</u> Conducts extensive analysis of achievement gaps and develops strategies to address gaps.	☐	☐	☒	☐

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area? (Limit comments to space provided.)

CPS does not allocate additional resources to schools based on performance, but does allocate additional resources based on socioeconomic factors. CPS has created a separate division – the Office of School Improvement (OSI) - formed to be independent of normal district procedures with a direct report to the Chief Executive Officer (CEO). OSI is given priority in the allocation of district resources in support of schools in improvement status under one of the four federal reform models.

CPS does have a state-of-the-art data management system (IMPACT), but not standard protocols for the effective use of data for school improvement. Currently, processes and tools are being developed to facilitate school-based data-informed decision making district-wide, but those systems have not reached schools. OSI has facilitated implementation of an aggressive data-informed process in schools supported by the Office which will be implemented if a grant is awarded.

CPS is developing a new curriculum framework for the District, but it will not be ready for wide utilization by the Fall of 2011. The current curriculum framework for the District has been very weakly supported through professional development across the district, but there are pockets of fidelity and alignment to state standards. (continued in next section)

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	NAME OF SCHOOL

Time and Support

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Our district has the authority to modify calendar activities and extend learning time.	☐	☐	☒	☐
Our district has a process in place to assess the needs of staff to inform the planning of professional development offered by the district. <u>Considerations:</u> The district conducts a professional development needs assessment or uses other tools such as the National Staff Development Council standards to guide efforts.	☐	☒	☐	☐
Our district is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.	☒	☐	☐	☐
Our district has the authority to grant the flexibility to individual school leaders to ensure high quality job-embedded professional development is provided as needed to support improvement. <u>Considerations:</u> Payment for extended days or additional days, adequate pool of substitutes, clearly defined job-embedded professional development.	☐	☒	☐	☐
Our district has a communications plan in place to provide families, staff, and community members with ongoing updates.	☒	☐	☐	☐

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area? (Limit comments to space provided.)

(Instruction and Support Strategies, continued) Independent research has clearly shown that there is quality instruction in CPS schools, but that there are considerable issues with curricular alignment. The district assessment system is actually progressing ahead of curriculum alignment as a quality formative assessment system is available to schools. OSI has developed a clear system to work with a staff to efficiently and effectively align curriculum and instruction to the district benchmark Common Core Standards. Each school will implement this system if a grant is awarded. This is also true for a comprehensive formative assessment system aligned to the Core Standards.

The district is currently planning for the implementation of an RTI model across the district during the 2011-12 school year. During the 2010-11 school year the district is reviewing screeners, diagnostic assessments, progress monitoring tools and interventions for mathematics to prepare for the implementation of the model the following school year. There are concerns that the district does not have the capacity to support a district-wide roll-out of these new systems. Schools under the Office of School Improvement fully implemented an aggressive RTI system starting with the 2008-09 school year. OSI has developed full support systems to support successful implementation.

(Time and Support) CPS does not have unilateral authority to modify calendars and increase instructional time. Individual schools have very little flexibility to initiate such changes. Schools under OSI have been given flexibility, working together with school staff, to make modifications.

Staff in CPS schools have traditionally had input into school professional development needs. CPS does not conduct a comprehensive needs assessment, but does require schools to employ a needs assessment process as part of school improvement planning. Schools under OSI have a highly defined school improvement planning process that includes a much more detailed needs assessment to determine PD needs. A typical school will only have 3 days dedicated for professional development in CPS, while schools under OSI are required to have 90 minute weekly PD sessions at a minimum. In addition, schools schedules must be built to allow for department and grade level meetings and collaboration on a weekly basis for each group.

The district has demonstrated their willingness to give select Principals unprecedented freedom from traditional rules and restrictions. The highest performing schools have been given this freedom, but our lowest performing schools have had very little autonomy. Schools under OSI are given autonomy that is unprecedented in our district for low performing schools. This extends to professional development as OSI schools are given additional resources, through SIG funds, to put in place successful job-embedded professional development.

Communication with our school communities from their local school has been an identified strength throughout the district by parents through an annual opinion survey conducted in April 2010.

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	NAME OF SCHOOL

Governance

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Our district is willing to take extreme action in failing schools.	☒	☐	☐	☐
There are clear indications that the local Board will provide strong support for bold change.	☒	☐	☐	☐
Our district is willing to bring in outsiders if needed and grant them sufficient operational flexibility in order to improve student outcomes.	☒	☐	☐	☐
There are clear indications of systemic support by the Central Office to support improvement efforts. <u>Considerations:</u> Data Systems, Communication, Personnel, Accountability, Technical Assistance, Policies and Procedures.	☒	☐	☐	☐

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area? (Limit comments to space provided.)

Governance is an identified strength of CPS with regard to school improvement. The Chicago Board of Education has taken the lead nationally by aggressively perusing school turnaround, restart, transformation and closure over the past five years to propel forward the lowest performing schools and increase opportunities for students. This bold action has become a blueprint for the nation. The United States Department of Education has contracted with Mass Insight to provide guidelines for the work nationally. Mass Insight has used CPS as a model for it's work to create federal guidelines. Local Site Councils and Parent Advisory Councils, along with all school staff through the School Improvement Teams, are involved in the decision process to identify and plan for transformation schools.

The Chicago Board of Education has created a separate office – the Office of School Improvement (OSI) to provide governance and direct support to restart, turnaround and transformation schools. This office was formed to be independent of normal district procedures with a direct report to the Chief Executive Officer. The office has considerable autonomy, with increased supports for schools with regard to: communications, data systems, performance management, project management, personnel, policies, and procedures. In addition, the district has formed two "internal" Lead Partners – the CPS Office of School Turnaround and the CPS Office of Transformation Support to support school improvement efforts. Both of these offices were created by the Board and receive priority district funding to support school improvement. CPS has also taken a leadership role in bring in outside support structures through external Lead Partners. For example, the external Lead Partner - the Academy of Urban School Leadership (AUSL) - has been managing restart schools for six years. OSI supports a number of external lead partners with OSI's structures to work with and manage external partners identified as a model by the U.S. Department of Education.

Section I: Overview and Rational

Section I / A.1 The Chicago Public Schools, as the third largest school district in the nation, serves 409,055 students through 637 schools. As a large urban district, CPS has 60 of the identified Tier I and Tier II schools statewide, and fully recognizes the need to bring significant reforms to our schools. CPS has been implementing the four current federal reform models (Closure, Restart, Turnaround and Transformation) in schools successfully since the 2008-09 academic year, and since that time has been systematically increasing capacity to accommodate additional cohorts of schools. By the 2011-12 academic year the district will have implemented one of the federal reform models in twenty-six schools, demonstrating the district's intent on making significant reforms in our lowest performing schools. Of the twenty-six (26) schools, nineteen (19) have implemented the closure, restart, or turnaround model. In short, this has created a significant disruption to our communities. For this reason, a decision was made to focus on the transformation model for the 2011-12 school year, and identify schools from ISBE's list of eligible Tier I/II schools that would have the best opportunity to make significant improvements in a short timeframe with intensive technical support. This does not deviate from our plan to continue placing a reform effort in each of our Tier I/II schools, but did focus attention on schools that were transformation-ready. Our school identification process for this School Improvement Grant (SIG) focused on schools that had recently secured a strong leader, schools with successful interventions in place that need expansion, and/or have a staff that is motivated to implement an aggressive school reform model.

District administrators reviewed student performance data in depth for twenty-seven (27) schools, looking at data based on five-year historic trends. From this initial review, thirteen (13) semi-finalists were identified for a more in-depth analysis focusing on the current administration, staff and initiatives in place that could be foundational for a successful school reform. The semi-finalist review was conducted in September and early October of 2010 involving district administrators and Chief Area Officers (Area Assistant Superintendents), and focus groups with select school staff from each school. This assessment measured the existing building Principal and staff against the following criteria: 1) willingness and

ability to drive for results; 2) willingness to accept responsibility & accountability; 3) planning and problem solving; 4) confidence to lead school reform; 5) willingness to devote personal & collective resources toward reform; and 6) an examination of current school improvement initiatives in place at each school. An in-depth analysis of the current building leadership was also central to this investigation. Each of the thirteen (13) schools had recently received a new Principal as part of a larger district effort to place “transformational” leaders in our lowest performing schools. Data was collected for each school and examined closely by a team of senior district and area administrators who determined that eight (8) schools would meet the criteria of being transformation ready – schools that clearly demonstrated the capability to leverage recent momentum to very quickly transform and propel student achievement with intensive technical assistance.

School Name	Enrollment (2010-11)	Largest Student Demographic	% Low Income	Meets/ Exceeds PSAE Composite	Attendance Rate (2010)	Graduation Rate (2010)	Dropout Rate (2010)
Juarez	1,564	94.1% Hispanic	97.1%	17%	82.9%	64.4%	11.1%
Julian	1,420	99.3% Black	94.2%	10%	73.5%	72%	23.3%
Kelvyn Park	1,455	89.8% Hispanic	95.8%	13%	79.7%	60.8%	14.3%
North Lawndale	741	98.2% Black	95.4%	14%	93.1%	100%	4.6%
Hancock	997	90.6% Hispanic	94.3%	17%	77.8%	62.4%	7.9%
Richards	600	72.5% Hispanic	97.8%	6%	87.0%	52.3%	14.3%
Tilden	680	69.4% Black	98.4%	6%	70.0%	49.1%	31.3%
Wells	665	49.2% Black 48.6% Hispanic	93.4%	9%	67.5%	68%	20.3%

The eight (8) finalists were then fully engaged in the comprehensive Needs Assessment process by the lead LEA agency, the Office of School Improvement (OSI) who oversees all internal and external lead partners. The Needs Assessment process took place from November, 2010 through March, 2011, following a standardized approach to gain input from each stakeholder group, as depicted below.

School Improvement Needs Assessment Process

Completing the Needs Assessment each school involved the following key stakeholder groups: School Administrators; Instructional Leadership Teams (ILT); all School Staff; Parent Advisory Councils; Chicago Teacher’s Union Representatives; and Local School Councils/CMO Board of Directors. Every Chicago public school has a Local School Council (LSC) which consists of parents, community members, teachers and the principal of the school. All members of the council are annually elected and conduct monthly meetings, which the public can attend; this group’s primary responsibilities are to approve how funds and resources are allocated, and to develop and monitor the annual School Improvement Plan. An initial School Community Outreach & Engagement meeting was conducted with each school’s constituent groups to introduce the process, followed by a School Baseline Data Analysis of the school. This was a “deep dive” review of school data, compiled by the Office of School Improvement, who met with each constituent group separately during the Stakeholder Feedback stage to complete the Needs Assessment and review the data. Groups were engaged individually to allow all viewpoints to be considered, with all information compiled and presented to a single combined audience of multiple representatives from each constituent group. The large group reviewed the combined findings in depth and came to consensus. Each school then selected a Lead Partner, who finalized the Needs Assessment and initiated Strategy Development to make final recommendations, which confirmed that the transformation model was the best fit for each school. None of the schools as a part of this application had a high performing neighborhood school in the area, so closure was eliminated as an option. Each of the school teams was now moving in a positive direction with new leadership, and the restart and turnaround model would eliminate the strengthened, productive and cohesive climate. The district portion of the Needs Assessment was completed in a similar timeline by a combined representative group from each school. Evidence of the varied meetings associated with this process is located in *Appendix D*.

Section I / A.2. Detailed throughout this document are bold plans to make changes in the district and documentation of significant changes that have taken place. We have considerable experience implementing the four federal reform models, and although there are newly identified and persistent challenges to be conquered, the district has learned a great deal, having removed numerous roadblocks through modifications to policies and practices. Our Board of Education, community partners, Chicago Teacher's Union, Chicago Principal's Association, and other key stakeholders have been partners in this ongoing process to eliminate barriers to school improvement as detailed in the LEA portion of the Needs Assessment, also summarized in this submission.

To effectively respond to this challenge, the CPS Board of Education created the Office of School Improvement (OSI) – an internal governance organization reporting directly to the Chief Executive Office and Board of Education to improve **Governance** of our lowest performing schools. With the support of the Board, OSI has been given autonomy to divert resources, circumvent traditional district systems, grant schools unprecedented flexibility, and bring a complete focus to schools reassigned to improvement status under OSI. Through our Collective Bargaining Agreement (CBA) with the Chicago Teacher's Union (CTU), provisions exist that support the Board taking dramatic action to implement innovative solutions in Chicago's most distressed schools – including restart, turnaround and transformation. This has only been made possible through cooperation of our Board and CTU.

Teachers and Leaders is an area where we have been afforded significant flexibility. It has not been a practice of our district to grant Principals operational control over budget, calendar and staffing; however, schools as part of this application will be given autonomy over their budget and staffing by the Board through the Office of School Improvement (OSI). By an agreement with our Chicago Teachers Union, schools can through a simple majority vote change their academic calendar and the structure of their school day – something each applicant school has voted to support. Staffing has been a significant issue with developing district support structures, and with the support of the Board schools associated with OSI utilize their extensive resources to recruit, identify and retain the highest quality staff. The Board will pay a portion of National Board Certification costs, and OSI has developed a system to recognize and promote

our highest performing staff. With Board support, our lowest performing schools will be first in line to select the most qualified staff, and CTU already has agreed to provisions in the CBA to support. The Board and CTU have publicly recognized the need to make significant enhancements to our teacher evaluation system, and those efforts are now underway. Principals in our lowest performing schools can be removed at any time by the Board, and the current CBA allows for the efficient dismissal of ineffective teachers if building administrators follow the guidelines, something the OSI will be training all administrators in.

Instructional Supports are also being enhanced, through analysis of our district capacity. A significant area of concern is a lack of coordination from the district level for curriculum alignment to standards, so the Board has empowered OSI to develop and implement a standard curriculum aligned to the Common Core Standards in each of their schools. CTU has agreed to provide direct professional development to support this project from their Union office. The majority of district schools do not have intervention strategies, supports and extended learning opportunities in place. This is due in part to the lack of flexibility granted to schools to develop such programs, and lack of financial support. OSI and school Union representatives have cleared these roadblocks by agreeing to extend the school day – particularly for at-risk students – in all applicant schools.

The district has made significant improvements with regard to **Time and Supports** among our identified obstacles. In addition to negotiations to extend the instructional day by an hour, each school has developed a program to dramatically increase intervention strategies and extend the learning day for at-risk students. This was made possible only through the close cooperation of school Union representatives, OSI and the Lead Partners. As described earlier, our schools have been granted the ability to extend learning time and modify the school calendar through a simple majority vote of the staffs of the Board and CTU. This cooperation has also extended to professional development and collaboration time as schools have each agreed to extend their day to accommodate these necessary activities.

The district has additional work to complete, but the relationship between the CTU and Board is developing to this end. The Office of School Improvement has developed positive working relationships

with building Union representatives at each school. All were intimately involved in developing the School Improvement Plans and agreed to significant revisions to eliminate barriers to school reform in their respective buildings.

Section I / A.3 Chicago Public School's capacity to support school improvement is a function of the collective experiences of becoming a national pioneer in Restart, Turnaround and Transformation since first implementing the Turnaround model in 2008-09. To fully support implementation of the four federal reform models, the Board of Education created a separate entity in 2010 to supervise and coordinate activities of all internal and external Lead Partners, The Office of School Improvement. Section II / A-10 of this proposal details the organization and support structures of OSI, including: Portfolio Management, Operational Support, and Strategic Management.

The district expands our capacity to accept new schools into the program by bringing new Lead Partners into the district or supporting existing Lead Partners to expand their capacity. Three new Lead Partners, for example, are being brought in under this application to support expansion (America's Choice, Office of Transformation Support & the Network for College Success). Because of the significant number of schools in improvement status, CPS has been allowed by the Illinois State Board of Education to develop "internal" lead partners. The nationally recognized Office of School Turnaround was initiated in 2008, with the Office of Transformation Support opening in 2010. OSI supports an entrepreneurial model where different approved Lead Partners compete to be awarded a school engagement.

The district has been deeply engaged in working with the Chicago Teacher's Union to position a longer school day/year, and to provide flexibility in our Collective Bargaining Agreement to transformation schools as evidenced throughout this application.

Section I / B.1 The Office of School Improvement (OSI), consulting with each School Improvement Team and Lead Partner, has set aggressive targets for student achievement in each school. It is important to set these targets aggressively and drive systematically to those goals through implementation of school improvement strategies. OSI set the targets based on a comprehensive review of the current state of each

school, including research on CPS schools that previously used one of the four reform models. *See Attachment 4 – Annual Goals*

OSI will monitor each school, with regard to progress in meeting goals, through a comprehensive Performance Management process. During weekly progress monitoring meetings, OSI personnel will meet with a standing group (Lead Partner, School Leadership Team, Instructional Leadership Team) along with individual school staff, by topic. During these meetings individual student performance metrics will be reviewed. Leading indicators will be attached to each of the annual student outcomes and tracked during these weekly meetings. To ensure that goal gets back on track when any indicator falls significantly below the target, a Critical Action Plan will be put in place by the Lead Partner, working closely with the School Improvement Team, OSI will also conduct independent “deep dive” reviews of each school’s performance against identified school student performance targets during monthly Performance Management Meetings. Developing through three years of implementation, OSI’s Subject Matter Experts will conduct quarterly **Site Visits** (i.e. the OSI Teaching & Learning Manager on-site evaluating progress in teaching & learning against a rubric agreed to with the Lead Partner) with the data feeding into Performance Management Meetings. This data will be reviewed, and risks managed, through the governance structure of OSI to Lead Partner/School.

Section II: Proposed Activities

Section II / A-1 As outlined previously, the primary consideration in selecting schools for school improvement and this SIG application was to identify schools that would have the best opportunity to make significant improvements in a short timeframe with intensive technical support. This included an in-depth review of the strength of the current building administrator to lead a transformational reform. As discussed previously, a group of thirteen (13) schools emerged for an in-depth analysis, including an intensive review of the current building leadership.

As part of our overall strategic plan, CPS has been placing transformative leaders in our lowest performing schools over the past two years – including each of thirteen (13) schools considered as semi-

finalists for this application. A rigorous evaluation was conducted by district leadership and subject matter experts from the CPS Office of School Improvement to identify schools from among the list with true transformational leaders in place – individuals who previously demonstrated laying a foundation for school success. This evaluation was mirrored against the same selection process utilized to select new Principals – in essence the sitting Principals had to successfully complete a selection process to be maintained in their position. The thirteen (13) Principals were evaluated against the following seven characteristics: 1) Driving for Results, 2) Influencing Others for Results, 3) Developing and Leading Teams, 4) Planning and Problem Solving, 5) Confidence to Lead, 6) Personal Effectiveness and 7) Ability to Align Community Resources for School Improvement. Principals were involved in personnel interviews where they had to demonstrate their skills in each area, backed by documented evidence. In addition, focus groups with school community stakeholder groups; review of previous formal evaluations; interviews with previous and current supervisors; and a review of existing data.

To be placed in their current position, Principals were also evaluated against their historical ability to produce positive changes in key indicators of school performance (KPI), including: 1) Staff Attendance; 2) Student Attendance; 3) Student Discipline Incidents/Infractions; 4) Student Graduation Rate; 5) Student Drop-out Rate; 6) Student, Parent & Staff Satisfaction (survey & focus groups); 7) PLAN / EXPLORE / ACT Progress (EPAS); 8) PSAE; and 9) Short Cycle Student Assessments. Our current evaluation of the sitting principals reviewed each of these areas in depth for their current school and clear pattern emerged with eight (8) schools showing the necessary characteristics. The last step in the process was a determination of “fit” for the Principal with the school transformation process outlined by the identified Lead Partner, once that lead partner was selected in December 2010. Lead Partners then had an opportunity to conduct their own evaluation and make a recommendation for a Principal change. All Lead Partners recommended continuation of the Principal in place.

All schools under the Office of School Improvement (OSI), regardless of the Lead Partner, will participate in a robust Principal identification and selection process when an opening occurs. This will include a national search for highly qualified candidates. Succession planning is also a part of our

strategy, however, and OSI will utilize a full Principal selection process in the identification of APs. *See Appendix II.A.1 Principal Identification and Selection Process*

Section II / A.2 All districts the size of CPS are inundated with bureaucratic processes that can be a barrier to individual school reform efforts. For example, a school wishing to purchase a new computer lab would have to gain separate permission from a succession of separate departments (Area Office, CPS Facilities, CPS Instructional Technology, CPS Teaching & Learning, CPS Procurement, and CPS Management & Budget). Principals in CPS have historically been given very little operational flexibility outside of this type of rigid district structure that can be time consuming, complex, and unaligned. The Office of School Improvement (OSI), as the LEA management organization over all Lead Partners and schools under the reform strategies, has been specifically designed to work outside of traditional district bureaucratic systems. With the support of the CPS Board of Education, OSI has granted Principals, with close involvement of their lead partner, operational flexibility that allows them to focus on exactly what's needed and make critical changes in less time. This is done so School Improvement Teams and their Lead Partner can design and foster a true culture of transformation grounded in an ethic of collaboration and collective accountability for the performance of all students. Schools under OSI are also given the ability to opt-out of district initiatives that would distract from the school's individual improvement plan. Specifically, we are granting applicant schools and their Principals flexibility in the following ways:

- **Staffing** – The School Leadership Team (SLT), working collaboratively with key school constituent groups and their Lead Partner, will have autonomy in all hiring decisions for their school. Hiring the highest quality candidates is the primary goal, so the Office of School Improvement's Human Capital division will act as "executive recruiters" for all schools associated with this application regardless of Lead Partner. The Human Capital team will facilitate comprehensive personnel recruitment, identification, and hiring process with final decisions made at the building level. Schools as a part of this application will have "first choice" among candidates, allowing them to staff the highest quality individuals into each open position.
- **Schedule and School Calendar** - Principals working collaboratively with their lead partner and school staff, have the ability to design flexible learning environments and non-traditional school schedules to match their selected reform strategies. Likewise, given the significant learning needs of many of the students in our lowest performing schools, flexibility is being given to extend the school day or school year. Principals will be given the ability to work with their staff, through a defined process, to design schedules that extend student contact and teacher collaboration beyond the traditional contractual day. This may constitute extending the school day or academic year or moving to a year-round school schedule.

- **Curriculum and Assessment** – Schools will be given complete flexibility to select curriculum and assessment solutions independently from the district. This is done to ensure a system that best supports student learning needs, as identified by the school’s staff, facilitated by their lead partner. This is a data-informed process requiring that all curriculum/instruction/assessment solutions align to the Common Core Standards.
- **School Budget** – The district will transfer complete control over school budgets to the school Principal. Schools will receive funding based on a per-pupil allocation so the Principal, in collaboration with the Lead Partner and School Improvement Team, can determine how best to allocate those resources. Additional budget allocations will be set per school based on school risk factors, such as increased funding for socioeconomic factors, on a per-pupil basis.
- **Governance and School Policies** - The schools as part of this application are removed from the traditional governance systems in the district, and through a distributive leadership model each school will have the flexibility to set policies and procedures aligned to best practices and statutory / regulatory requirements. Schools are under the Office of School Improvement, that directly reports to the CPS Chief Executive Officer. This structure will be detailed in Section II A / 10 of this application.

The role of the Office of School Improvement (LEA) in supporting school reform centers on building capacity of the School Leadership Team and school staff, through the work of OSI and the Lead Partner, to be successful in such an autonomous setting. This involves extensive **leadership development** through ongoing training and coaching. OSI is committed to build even greater autonomy for our schools in years 2 and 3 of this grant period through ongoing changes in Board Policy and negotiations with our collective bargaining partners, particularly the Chicago Teacher’s Union (CTU).

Section II / A.3 As outlined in Section I A-1 and II A-1, the district made the determination to focus on the transformation model for this application. A part of the narrowing of the original list of eligible schools was based on the strength of the staff and their willingness to deeply engage in a reform model and support of a Lead Partner. In each of the applicant schools, a strong reform-minded leader is now in place. Under their leadership each Principal has identified staff lacking the necessary skills to be successful and put development plans in place to assist the employee. Some have improved while others have been replaced. This process is ongoing, however it does not mean that every remaining staff member is equipped to be successful in what will be an even more progressive reform under a SIG award. The Office of School Improvement, on behalf of the LEA, has been engaged with the applicant schools since October of 2010 deeply reviewing building data and building comprehensive school improvement plans through the support of Lead Partners. Throughout this process was a constant communication to

staff members regarding the commitment and expectations that would come with a SIG award. This was very purposeful to ensure staff members fully understood the individual commitments necessary; as a result, a number of staff members have selected to move to other assignments outside of the school for 2011-12, recognizing a lack of personal fit. The overall commitment of staff has been remarkable across schools involved in this application and each returning staff member has signed a commitment to undertake the additional time and effort required, including fully supporting the designed School Improvement Plan interventions.

There are a limited number of remaining staff members who are fully committed, but have been identified by the Principal as not capable of being successful in a reform setting and are accepting different assignments for 2011-12. As we enter the 2011-12 academic year we believe we will have a staff in place at each school that is transformation ready.

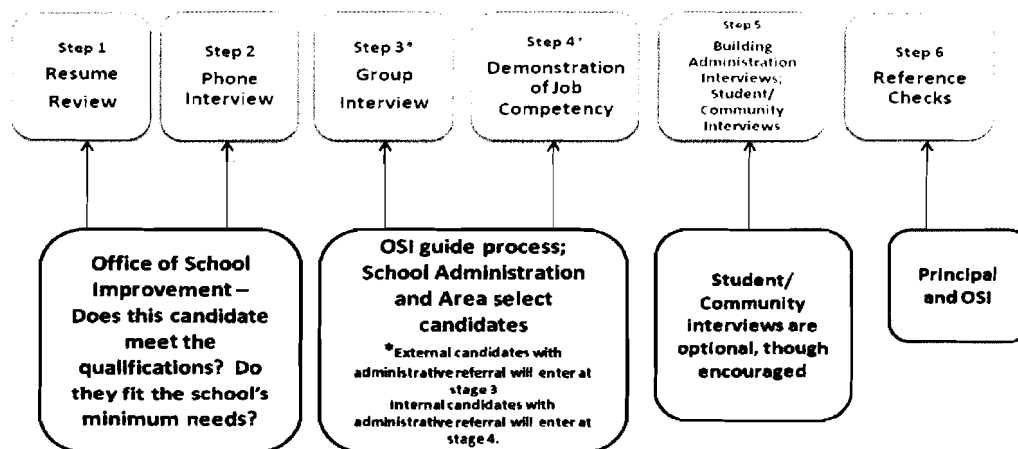
Once transformation begins in 2011-12, there will be individuals who will not demonstrate the skills to be successful. The current Collective Bargaining Agreement between the CPS Board of Education and Chicago Teacher's Union has clear guidelines for the removal of ineffective teachers/staff. Through observation of teachers by their Principal, a staff member may be identified for a needed improvement plan. That plan will outline professional development and clearly detail objectives that must be met by the teacher. It is the intent to provide the teacher with every possible opportunity for success, but if they are not successful the teacher will be removed from their position following the provisions of the CBA. The district has taken advanced steps to ensure the staff in each school will be fully prepared to undertake the significant collective challenge of transforming their school through an intensive nine-month pre-planning engagement. As such, we are ensuring the school is not required to accept a staff member without the mutual consent of the staff member and Principal, with all potential hires having a full understanding of the requirements to be successful in a transformation school.

As mentioned previously, the Office of School Improvement's Human Capital division will act as "executive recruiters" to source and staff all vacancies in schools, regardless of Lead Partner. The OSI Human Capital group will extensively train a number of school constituent groups that will be involved in

the hiring process, including building Principals and Lead Partners, to effectively identify individuals who possess “transformational” competencies. Transformation schools will be the first in line and have their pick of applicants to the district.

The Office of School Improvement (OSI) Human Capital strategy leverages support from school leadership as well as school-based subject matter experts, students, parents and community stakeholders to implement a six-stage personnel selection process. This multiple step process is designed to give candidates the opportunity to display “transformational” skills and abilities. Only those who are the rated highest by the multiple members of the interview teams, including representatives from the Lead Partner, are selected. The following is a brief description of each stage in the interview and selection process. For a summary of each step, *See Appendix II.A.3 – OSI Hiring Process Steps*

OSI Human Capital Hiring Strategy



Section II / A.4 Discussions required between the Board and the Chicago Teacher’s Union to modify teacher evaluations have not concluded at the time of this application submission; however, those negotiations are ongoing. In considering a system for evaluating teachers, it is assumed the evaluation process will be continuous and constructive, serving to improve teachers’ effectiveness and to foster better instruction. Evaluation will also help teachers reach their full potential as teachers and highlight

areas for professional growth. Third, evaluation must be based upon clear criteria, and the cooperation of both teacher and principal.

The District has an approach to fully support a plan aligned to these foundational principles. In the fall of 2010, CPS was awarded a federal Teacher Incentive Fund (TIF) grant to design and implement new evaluation and performance-based compensation systems for teachers and administrators in 25 pilot schools, including high schools under the Office of School Improvement. The pilot program, called the **Excellence in Teaching Project**, replaces the checklist evaluation that has been employed by CPS for the past 30 years. During the current planning year of the TIF grant, CPS is engaged in the research and design phase of work and is negotiating with the Chicago Teachers' Union (CTU) on TIF for the fall of 2011.

In preparation for meeting this timeline, and the timeline for implementation of new teacher and principal evaluations by SY13 under PERA, CPS is making progress on the four elements highlighted in the guidelines:

- (1) Student growth as a significant factor—CPS has worked extensively with Rob Meyer and the Value-added Research Center (VARC) on a teacher-level CPS value-added metric for uses in future teacher evaluations. Currently, CPS is engaged in work to enhance the quality of the teacher-student link in CPS scheduling and data systems. Meanwhile, CPS is examining its options for measuring student growth in non-tested grades and subjects.
- (2) Professional Practice—For the past 3 years, CPS has piloted the Charlotte Danielson's Framework for Teaching as a tool for more rigorous and meaningful teacher evaluations. In 2010, CPS developed a new rubric called the **Teaching for Learning Framework** and is now piloting this tool in more than 60 schools. Both of these observation tools are presently being studied by the Consortium for Chicago School Research (CCSR).
- (3) Differentiation—CPS is bound by PERA to adopt four common Illinois performance categories. One of the major goals of reforming performance evaluations is to achieve an effective differentiate between high-performers and low-performers. As is reflected in CPS' TIF proposal to the U.S. Dept. of Education, CPS hopes to achieve a level of differentiation that identifies no more than 15% in the highest performance brackets. This distribution enables CPS to earnestly pursue career advancement and performance-based incentives for educators.
- (4) Involvement of educators—Under PERA, CPS is required to negotiate with CTU for at least 90 days on a teacher evaluation system. Additionally, CPS has already engaged more than 40 focus groups of teachers, principals, coaches, and university partners in focus groups on the Teaching for Learning Framework and is dedicated to continuing engaging educators in important discussions regarding performance evaluation reforms.

Moving forward, it is the intention of CPS to “pilot”—in as many schools as is responsible—key

components of new performance evaluations during the fall and spring semesters of the 2011-12 school

year, including each school that receives a SIG award. However, the specific form of this “pilot” is still unclear because almost any method of “pilot” implementation will require an MOU to the existing collective bargaining agreement and that is still in process.

The **Principal Evaluation Process** is designed to assess CPS principals’ strengths and areas for development in their leadership skill set. Principals will be evaluated against the same criteria from which they were hired: 1) Driving for Results, 2) Influencing Others for Results, 3) Developing and Leading Teams, 4) Planning and Problem Solving, 5) Confidence to Lead, 6) Personal Effectiveness and 7) Ability to Align Community Resources for School Improvement. The school’s performance, based on eighteen (18) Key Performance Indicators (KPIs) of school performance centered on student achievement, will also inform the final evaluation. The Principal will also complete a self-assessment to rate each performance indicator, including supporting text and KPI analysis. As the evaluator, the Chief Officer overseeing the school will also interview key stakeholders to obtain data, in addition to observations of the Principal and school walks. The Lead Partner will have direct input with the evaluator through this process. Principals then meet with their evaluator to discuss ratings, evidence, and review the final rating according to the Principal Performance Rating Criteria. This includes direct use of student performance data as a primary factor tied for Principal evaluations, including an incentive bonus option. Based on the results of the assessment, principals may need to prepare a Leadership Development Plan to address areas for development, or a Principal change may be made.

Section II / A-5. The Office of School Improvement has developed and reinforced a purposeful strategy to develop the capacity at each school through their human capital. Getting the “right people on the bus” is foundational for our school reform models, regardless of Lead Partner. OSI aggressively recruits talent for all of our schools, regardless of lead partner, and puts systems in place to retain and promote talented staff; ensuring staff members are clearly incentivized to work in identified “improvement” schools. Staff members in CPS are not generally compensated for mid-tier leadership positions, such as Academic Department Chairs or department heads. In OSI schools, promotions to these mid-tier positions are prioritized for staff members who demonstrate the most growth in student performance as the central

factor. We are purposeful in placing a stipend with these critical mid-tier leadership positions, aligned to our increased expectations on student performance, and the performance of the employee in increasing student achievement. Having the right building leader is vital and Principals in OSI schools can earn annual **financial incentives** tied directly to growth on Key Performance Indicators (KPIs). In addition, Principals can be attracted through signing bonus and indentified to stay through longevity bonuses (*see Appendix II.A.5 – CPS OSI Principal Incentive Plan*). The CPS Board of Education has plans to work with the Chicago Teacher’s Union to renegotiate the current Collective Bargaining Agreement (CBA), which expires as the conclusion of the 2011-12 academic year. One of the provisions to be considered will be financial incentives for school staff, tied directly to student performance factors.

Collaboration and time for staff to work beyond the traditional contractual day is a critical component of school improvement, and OSI is committed to providing compensation for staff identified to work in our network of schools beyond the general contracted hours. The financial incentive given to each staff is related directly to their job function, tied directly to increasing student achievement. The ability to increase compensation in exchange for the increased time commitment is being utilized effectively to recruit and retain staff in our other low performing schools, and has been reported by staff as a factor in decisions to remain in their positions through staff surveys. The leading influence reported by staff members who choose to work in our most challenging schools, but particularly in deciding to stay at the school, is the **highly collaborative environment** we create in OSI schools. All of our schools, regardless of lead partner, create a highly collaborative environment with a shared decision-making and accountability structure. Lead Partners also sponsor **Staff Recognition Programs** that formalize the recognition of staff, based on their performance. These factors all act as incentives to recruit and retain staff, but it is the unique nature of our **Individual Career Path Plans** that existing staff report as the basis maintaining their challenging school assignment. OSI works with its Lead Partners to ensure that the growth trajectory of its school staff is intentionally developed. Individual Career Path Plans outline the ultimate career aspiration of the individual, then map a clear plan to reach that career goal (i.e. a teacher who wants to ultimately become a master teacher, or a teacher wants to progress into an

administrative position). As OSI brings on additional schools each year, they have been staffing key positions in new and existing schools with individuals developed and promoted from other OSI schools, creating clear advancement paths. The primary promotion factor is related directly to student performance produced by the employee, further reinforcing the fact that improving student performance is the principal focus in our schools. As individuals progress through their Career Path Plan, critically reviewing the achievement of their students is a recurrent reflective tool.

To support individual growth, OSI formalized the **Leadership Development Academy**, a professional development program customized to support individuals in OSI schools who wish to move into both mid-tier and senior leadership roles. Selection for this program is rigorous, as it gathers only those staff with a record of achievement in regard to improving student performance in concert with other supporting factors such as ability to lead/influence and ability to coach others to success. All schools, regardless of Lead Partner, participate in this program. Participants receive a \$500.00 to \$1,500.00 stipend, based on their level of participation. Representatives from each Lead Partner collaborate with OSI to form and present different aspects of the curriculum, based on the defined strengths of the lead partner.

Section II / A.6 Each constituent group, representing varying interests, recognizes the importance of extending the school day and year. The Board and our teachers, through their representative Chicago Teacher's Union (CTU), have been involved in discussions to extend both the school day and year for CPS students. The collaboration between the CTU and district has centered on proposed changes in Illinois Statute. The Illinois Legislature is working to pass a comprehensive education reform measure, which through negotiations involving the CTU and district has specific provisions for just the Chicago Public Schools that will **increase the school day by one to one and one-half hours and lengthen the school year by up to two weeks for all students**. As this grant is being submitted, the bill has passed the Senate and is being considered by the House with expected action in this session for a 2011-12 school year implementation. The Governor has already voiced support, stating that he will sign the legislation. CPS leadership, in collaboration with our local teacher's Union, has combined efforts to be involved in shaping this reform effort which will continue at the local level through aligning the CBA with this

pending law, once it is finalized. The changes are expected to take effect with the 2011-12 academic year. This initiative, our key strategy to extend learning time, will add twenty percent (20%) additional instructional time to our schools. This will have a profound effect on student skill development, but each of our individual schools have determined this time alone will not be enough for our most at-risk students, and have positioned a number of solutions for 2011-12 in addition to the dramatic increase in the instructional day, expected to soon become law. The costs of these additional expansions are all accounted for through individual school SIG budgets.

Demonstrating significant dedication to their students, the staff of each applicant school with support from their Chicago Teacher's Union representatives, have committed to a number of aggressive expansions to increase instructional minutes in core subject areas (English Language Arts, Math, Reading Science & Social Science), based on identified school needs with the guidance from their lead partner. Select individual schools have changed their calendar to a **Year-Round Calendar** configuration (Track E); **expanded the mandatory school day** by an hour or more for student groups including freshmen and students at-risk of failure; expanded to **Saturday School** for student groups; and, **doubled the number of instructional minutes for English Language Arts and Math**. The expansion of core instructional minutes beyond the additional 60/90 minutes daily for all schools discussed previously is outlined below:

**Minimum Increases of "Core Content" Instructional Time
Beyond Proposed 60/90 Minute Illinois Legislature Mandated Expansion**

	Year Round School Calendar	Mandatory +150 hrs 100% / Students	Mandatory +150 hrs 50% / Students	Mandatory +150 hrs 25% / Students	Saturday School	Evening School
Hancock HS						
Juarez HS						
Julian HS						
Kelvyn Park HS						
NLCP						
Richards HS						
Tilden HS						
Wells HS						

In addition to the increased core instructional minutes outlined above, a full range of fine arts, world language, physical education and select elective courses will be offered at each school. To accommodate

student needs, flexibility is being built into scheduling to allow students to select desired and necessary courses during an **after school, Evening School** and/or **Saturday School** period. A comprehensive program of co-curricular and extra-curricular programming will also be offered at each school.

Increasing time for teacher **professional development and collaboration** is also key as detailed in Section II / A-9 of this application.

Section II / A-7 The Office of School Improvement (OSI) prides itself in having created a research-based model of improving underperforming schools that takes a systematic, multilayered and multi-tiered approach to defining data informed instruction and skills acquisition aligned to common standards.

What we have unquestionably identified through the current Needs Assessment process with each school is that their program of curriculum and instruction is not fully aligned from one grade level to the next or to common standards. At each applicant school there will be significant projects undertaken to align curriculum to the **Common Core Standards**, facilitated by their Lead Partner. Aligning curriculum to the Common Core Standards will be a requirement of all Lead Partners, and each of our selected partners utilizes the same curriculum design approach – Understanding by Design. Teachers create and modify curricula following the proven framework of **Understanding by Design** (UbD) founded by researchers Jay McTighe and Grant Wiggins (Wiggins & McTighe, 1998, *Understanding By Design*) This standards first approach to curriculum development is also known as **Backward Design**.

The Backward Design framework is guided by research from cognitive psychology. A readable synthesis of these findings is compiled in the book *How People Learn: Brain, Mind, Experience, and School* (Bransford, Brown, & Cocking, 2002), a publication of the National Research Council that summarizes 30 years of research in learning and cognition. Douglas Reeves (2006) conducted research on school improvement planning and discovered an *inverse relationship* between the complexity of the required format for the plan and student achievement. Reeves contended planning can be effective and necessary, but when the plan supplants the purpose, the entire enterprise is misguided. The backward-design approach we advocate is meant to avoid these potential problems. An ambitious study measured how well twenty-four restructured schools implemented curriculum and instructional strategies designed

backward from standards (Newmann et al., 1996). The results were striking, as students with high levels of authentic pedagogy and performance were helped substantially whether they were high or low-achieving students. Another significant finding revealed that inequalities between high- and low-performing students were greatly decreased when normally low performing students used this approach. Others have supported these findings (H.W. Stevenson, 2001; G.H. Wood, 2010). Jeffery A. Lackney (2011) concluded, through a meta-analysis of twenty years of research on curriculum development and found that schools using the Understanding by Design approach with high fidelity had significantly significant higher student achievement results than those using other approaches. This was particularly true in inner-city high poverty schools.

In the backward design model the teacher starts with the end - the desired results - in mind. The desired result is detailed through exit standards (in our case the Common Core Standards) which are closely aligned to the College Readiness Standards. Teachers then develop the curriculum “backward” from the desired result. Teachers will develop common units for each course, while individual teachers will develop individual lessons to support the unit. Individual lessons will be shared among building peers through the district’s electronic **Curriculum Management System**.

The backward design model is comprised of the following three stages:

- **Stage 1**—Identify desired results. What should students know, understand, and be able to do? What content is worthy of understanding? What “enduring” understandings are desired? In short, what does mission require us to accomplish in student learning? In Stage 1 we consider our transfer and other learning goals. We frame a few priorities in the form of “understandings sought” and “essential questions” that should become learner habits of mind. We frame the knowledge and skill goals mindful of our obligations and prerequisites for achieving transfer related to mission. This first stage in the design process calls for clarity about priorities, expressed as achievements.
- **Stage 2**—Determine acceptable evidence. How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and proficiency? Backward design encourages planners to “think like an assessor” before designing specific lessons and activities. Thus we consider in advance the assessment evidence needed to document and validate that the desired learning (identified in Stage 1) has been achieved.
- **Stage 3**—Plan learning experiences and instruction. What enabling knowledge and skills will students need in order to perform effectively and achieve desired results? What activities, sequence, and resources are best suited to accomplishing our goals? With clearly identified results and appropriate evidence of understanding in mind, we now think through the most appropriate instructional activities. The goal is to make our teaching engaging and effective, while always keeping the end in mind.

All teachers are trained in the creation of Understanding by Design curriculum units and lessons. This framework makes the Common Core Standards its quality control as teachers are constantly reviewing short-cycle assessment data, aligning back to the standards. This allows assessment results to be conduits of curriculum mapping, developing units and lessons, and facilitating curriculum revisions. Our schools develop a very deliberate data-informed culture, using assessments in a systematic and formative manner to improve instruction through a series of meetings conducted throughout each week as teachers, course teams, Academic Department Teams and Instructional Leadership Teams (ILTs) review data. Our model goes well beyond using the assessments to predict performance, employing them formatively as well to (1) drive improvements in instruction through item analysis after the assessment, as (2) a protocol to discuss what worked in most recent instruction and (3) to determine what changes have to be made in current and future units, teacher re-teaching plans, and student self-reflection components. This completes the circle of the backward design process. The focus is on each student's mastery of the curriculum standards, and students will be given multiple opportunities and supports to demonstrate mastery.

Tier II/III instructional interventions are discussed, created, and/or decided upon by our School Improvement Teams, in close collaboration with their Lead Partner. Compliant to the restructuring of the Individuals with Disabilities Education Act (IDEA) of 2004, our Response to Intervention (RTI) programs are vehicles of both academic and social curricula. With leadership from our Lead Partners, schools have been able to provide instructional programs that continue to remain vertically aligned and rigorous at every grade level.

Section II / A-8 The Chicago Public Schools recognize the importance of a successful freshman year to the long-term success of our students with regard to graduation and college/career success. The Consortium on Chicago Public School Research has independently been studying the Chicago Public Schools for nearly thirty years, and entailed in their studies is a review of factors leading to successful graduation. The most compelling data reveal that a successful freshman year is critical, including: more than 95 percent of students with a B average or better in their freshman year graduate; freshmen who earn

a B average or better have an 80-percent chance of finishing high school with at least a 3.0 GPA; freshmen with less than a C average are more likely to drop out than graduate; nearly 90 percent of freshmen who miss less than a week of school per semester graduate, regardless of their 8th grade test scores; and on average, freshmen who miss more than two weeks of school flunked at least two classes—no matter whether they arrive at high school with top test scores or below-average scores. These statistics have led the district to design and implement a district funded **summer bridge program**; however, in our lowest performing schools this program alone is not enough to ensure success. Below is an outline of programs that will be utilized in schools under OSI:

- **Summer Bridge Programs**: Chicago Public Schools is establishing Freshmen Connection, a Freshmen Bridge summer programs to facilitate academic and enrichment opportunities for incoming 9th grade students. This four-week summer program will prepare students for the expectations of high school. Funding for this program will be provided by the District, so no SIG funds will be necessary; however, funds will be redirected from the district to school and Lead Partners will be working with the school to design and manage this program along with bringing a high level of rigor and focus. The program will be designed to accelerate student learning, meet important school community members, and to ease their transition to the high school environment. Groups of 150-180 students will be placed with interdisciplinary teams of teachers that will work with freshmen to develop common solutions to attendance, student management, and learning. Teachers and counselors will meet on a weekly basis to discuss students, strategize about interventions and refer students to the necessary supports students will enter at the start of the academic year.
- **Extended Day & In-School Freshmen Academies**: OSI schools will have a variety of in-school support structures to support a successful freshmen year, among those will be intensive Extended School Freshmen Academies. Freshmen Academies will serve as an additional transition and support program for incoming 9th graders during the school year. Schools participating in this grant application had the requirement from OSI to put in place a support program based on their needs, and several schools designed programs with their Lead Partner ranging from Saturday Freshmen Academies to Extended School Day Freshmen Success Academies. OSI schools are also organizing a Freshman Academy Model for the school day where student cohorts are placed with common teacher teams, allowing collaboration and planning around the needs of student groups during their freshman year. All schools will have intensive in-school Tier II/III academic support structures for freshmen.
- **Early Warning Systems**: All schools under OSI, regardless of Lead Partner, will have in place a defined Early Warning System including a student support structure to route students to Tier II/III support structures at the first sign issues arise placing the student at-risk of academic failure. Before the school year begins, schools identify incoming freshmen as high-risk for failure, based on several critical factors (attendance, grades, ISAT, behavior and detailed observations during the Summer Bridge Program). Those students are placed on a Close Watch List or immediately in Tier II/III interventions to start the academic year. During the year, Freshmen on Track (FOT) systems are put in place at all OSI schools to identify, track, and assist freshmen in danger of falling behind. During the academic year teams of administrators, teachers, and other key stakeholders participate in weekly reviews of individual student data, leading to a quick transitions of students to a range of Tier II/III supports designed to ensure academic success. We do not wait for a student to fail, but develop individualized Student Success Plans for students who show signs of potential failure. Those

supports include direct academic and/or social/emotional supports necessary to meet individual student needs.

- **Tier II and Tier III Support Systems:** The Office of School Improvement and each of our Lead Partners have developed a portfolio of Tier II and Tier II supports for students identified through the Early Warning Systems. The median average reading level of incoming freshmen is the fifth (5th) grade, so students in OSI schools are placed in mandatory Tier II or Tier III Reading Intervention Programs designed for each school by their Lead Partner designed specifically to dramatically raise the literacy skills of freshmen. All core classes for 9th graders are focused on reading strategies, organization skills, and writing skills. We will be following a curriculum mastery approach in OSI schools, and students who demonstrate a lack of mastery over curriculum materials may be placed in a variety of Tier II Academic Success Program opportunities for remediation through in-school and extended school programs. Students will receive credit for all “second chance” assignments that show curriculum mastery. Our programs are all designed to ensure student success, but despite all of our programs designed to eliminate course failure there will be students who do fail courses. The OSI portfolio or Credit Recovery programming is designed to ensure those students are placed in a mandatory Before/After School, Saturday School, or Evening School option to make-up any necessary missed credits immediately. This highly interactive differentiated learning environment accommodates individual student needs with a low student-to-teacher ratio and technology supports, also offering credit recovery courses during the regular day. Each school also will have additional remediation programming, such as academic mentoring and before/after school tutoring. Tier II/III academic supports are not the answer to every freshman need, so social and emotional supports are also in place at each school. Most of our students’ personal situations are influenced by a challenging community environment due to socioeconomic conditions. Social/Emotional Supports range from intensive supports from group counseling to individual social work services.
- **Co-Curricular & Extra-Curricular Programming:** We believe that students engaged in co-curricular and extra-curricular activities are more likely to develop strong, positive connections with their schools. All OSI schools have designed well rounded before and after school programming specifically for freshman and will encourage active participation as a Tier II strategy for at-risk students.

Section II / A-9 The primary function of the Office of School Improvement (OSI), through their supporting Lead Partners, is to build capacity of each school’s staff to implement and sustain rapid school improvement through implementation of new systems and a short-term infusion of additional resources.

An essential component of this process is an intense concentration on **building capacity through professional development**. Each Lead Partner is designed to support this by leveraging a number of external professional development providers to manage a streamlined professional capacity-building plan with the final outcome focused on improving student achievement. OSI strongly believes in and only supports lead partners with a philosophy of job-embedded professional development designed to improve student learning firmly grounded in day-to-day practice. This is an on-going process of developing a **Professional Learning Community** that makes a clear and direct connection to daily practice, requiring active staff involvement in a cooperative environment.

The Office of School Improvement, through our Lead Partners, is fully supporting the flexibility necessary to build this type of environment. School staff primarily draws from the professional knowledge among their colleagues, which will be greatly enhanced through on-site **Professional Development & Coaching** provided by our Lead Partner and their supporting providers. Structures utilized will include in-classroom guidance by Coaches and school peers; lesson studies; action research; peer observation/feedback; model lessons; and virtual coaching. This last strategy consists of teachers using a “virtual bug-in-ear” technology to receive live feedback from a highly qualified coach or peer during real-time instruction. Small groups of teachers will also observe several peer classrooms looking for objective data related to a targeted problem of practice, then debrief as a whole group. Coaches and department chairs will work individually with school staff weekly. To support this, school-level staff will have a number of formal professional development opportunities and collaboration time (see below – *School Level Staff Professional Development & Collaboration Meetings*). School schedules are being built at OSI schools to maximize collaboration among department and grade level teams.

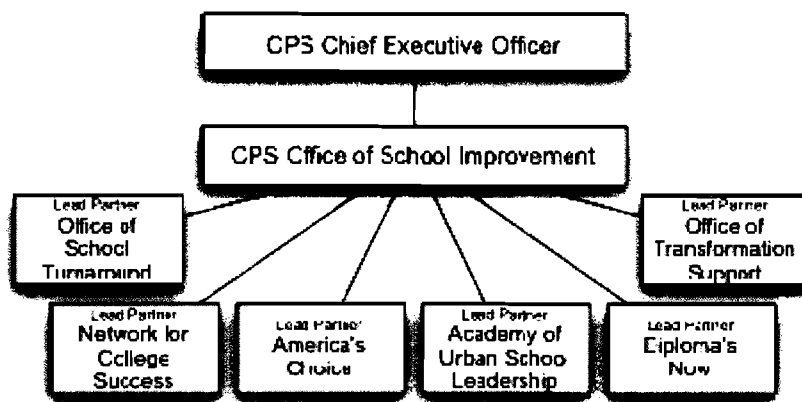
School Level Staff Professional Development & Collaboration Meetings

Event	Frequency	Participants	Summary Description
Teacher Institute Days	Minimum 5 Days / Year	All staff / Grouped by Job Function	Full-day Institutes will be offered at each school, based on individual school needs, during the school year.
OSI Leadership Development Program	Weekly to Monthly, based on Group	Senior and Mid-Tier Leaders / Lead Partners	School Leadership Teams from across all OSI schools will meet bi-monthly for collaboration and knowledge sharing. Mid-tier leaders from across OSI schools, based on job function, will meet monthly for the same purpose. Meetings will use video conference technology to link schools. Monthly Professional Development from national and regional recognized thought leaders will also be provided.
Extended School Day / Calendar PD / Collaboration	Weekly (When there is a 5 day week)	All staff / Grouped by Job Function	Each school has selected a strategy to provide for additional professional development & collaboration beyond the normal contractual hours through Summer, After-School, and Saturday sessions. This ranges from a minimum of 54 hours to a maximum of 124 hours beyond contract, with an average of 84 additional hours per staff member.
Instructional Leadership Team Meetings (ILT)	Weekly	Teaching & Learning AP & Academic Department Chairs (ADC)	In weekly 90 minute meetings ADCs learn how to: define problems of practice; use data to inform school curricula; help teachers analyze data during department meetings; build Backward Design Units; align curriculum/instruction/assessment to standards; review student/adult work; & use “critical friends” groups to improve practices. Team closely monitors student data & fidelity of practice implementation.
Student	Weekly	SD&I	In weekly 90 minute meetings Department Chairs (Attendance,

Development & Intervention Leadership Team Meetings		Assistant Principal & SD&I Department Chairs	Counseling, Discipline & Security) learn how to: apply restorative justice techniques/systems; apply attendance systems/supports; apply counseling systems/supports; and, implement Tier I/II/III student support system & interventions. The team also monitors program/system fidelity and student metrics and engage in risk management.
Academic Department Team Meetings	Weekly	Academic Department Chair & Department Teachers	Each department team meets as a group to discuss instructional practices; share student work; monitor student progress; read/discuss professional materials; share best practices; plan units and lessons; create formative and summative assessments; brainstorm ways to differentiate instruction; analyze course level data; and, make necessary modifications to curricula.
Student Development & Intervention Team Meetings	Weekly	Department Leads & Department Staff	Each department team will meet as a group with to discuss SD&I issues; monitor individual student progress; review individual student intervention & support plans; review fidelity of implementation; review peer observation/ feedback; review best practices; and, analyze student data.
Grade Level POD OR Small Learning Community Cross-Discipline Team Meetings	Weekly	Group Leads & Cross-Curricular Staff	These teams have across-curricular emphasis and focus on individual students. Groups take a close look at the performance of a smaller group of students in different academic contexts including the relationship between social-emotional issues and academic performance. The team members, who meet weekly, then share effective strategies with one another to modify instruction based on individual student needs including referring students to Tier II/III Interventions.
New Teacher Induction Program	Monthly group meetings and weekly sessions with mentors	First and second year teachers	First and second year teachers meet with an experienced teacher mentor weekly and attend monthly group PD sessions regarding culturally responsive teaching, integrating technology in the classroom, classroom management, using data to inform instruction, and subject area/content specific competencies.

Additionally, the Office of School Improvement will facilitate structured time for staff in similar positions across all Transformation and Turnaround schools, regardless of the Lead Partner, to regularly come together and discuss issues of teaching practice and student learning through our **Leadership Development Program**. These meetings will take place in a “virtual environment” through videoconference technology in each school and will allow for a dramatic expansion of our overall professional development community. All professional development programming is aligned to the individual School Improvement Plan for each campus, which was developed in collaboration between the Lead Partner and School Improvement Teams (entire school staff) to meet the unique needs of each school. All of our professional development, by definition, is directly linked to the day-to-day work of the employee.

Section II / A-10 As stated, the Chicago Public Schools has been implementing the federal reform models through internal and external Lead Partners since the 2008-09 school year as the incubation ground for the current federal reform movement. To provide a structure around these reform efforts the CPS Board in 2009 formed the **Office of School Improvement (OSI)**. This new office was created to provide oversight, along with operational and strategic management supports, to a blend of internal and external Lead Partners working directly with schools. OSI is an independent entity within CPS with an administrative lead, the district's Chief School Improvement Officer, reporting directly to the CPS Chief Executive Officer allowing OSI to fully support lead partners. Therefore, OSI acts as an advocate for internal and external lead partners to navigate all district processes and work through the myriad of district systems, quickly breaking down barriers to a swift and successful school improvement project. OSI, with the support of the CPS Board of Education, also provides direct support and oversight along with granting unprecedented operational flexibility to schools working within one of the reform models.

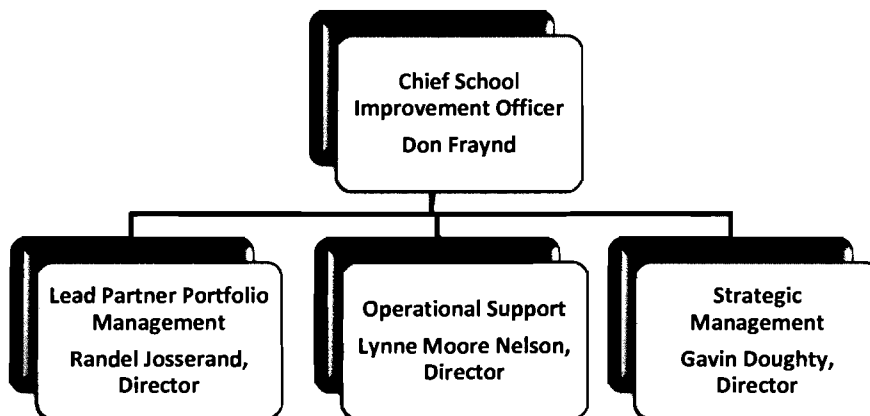


The structures of support developed in CPS, through the Office of School Improvement, have been recognized as a national model by the U.S. Department of Education and *Mass Insight Education*, a nationally recognized thought leader in the field. The Chief Improvement Officer, Dr. Don Fraynd, holds the ultimate accountability for successful individual school reform interventions at the district level, and shares that accountability for individual schools with the head of each Lead Partner and school Principal. Each Lead Partner must have an identified organizational lead that is held fully accountable

for school results as outlined in a full Memorandum of Understanding (MOU): Dr. Doris McEwen, *America's Choice*; Dr. Orlando Ramos, Director, *Office of Transformation Support*; and, Rito Martinez, Director, *The Network for College Success*.

The Office of School Improvement is staffed with recognized school improvement specialists, subject matter experts and project managers who have had considerable successful field experience. Each of the individuals in leadership roles has documented successful experience turning around low performing schools. OSI provides centralized support and resources for all internal and external Lead Partners by staffing experts on three key teams: Portfolio Management, Operational Support and Strategic Management.

See Appendix B for a complete list of OSI Personnel, by Division of Support and complete Job Descriptions of Office of School Improvement Personnel



Portfolio Management: All internal and external Lead Partners working in the four federal reform models (Closure, Restart, Turnaround and Transformation) report to the OSI Portfolio Group. This group of seasoned “transformational” administrators and project managers are the primary management and accountability support for Lead Partners on behalf of the LEA. This group works very closely with each Lead Partner from initial selection through the end of a school engagement. Working closely with the School Improvement Team (SIT), this team is on-site at each school for weekly Project/Performance Management Meetings. With support from the OSI Strategic Management group, the Portfolio Management Team will conduct monthly comprehensive reviews of school performance against identified student performance targets. Those meetings involve the Lead Partner and School Improvement Team meeting in a three (3) hour session. The team will work with all Lead Partners and SITs to manage project risks and eliminates barriers to improvement.

Operational Support: The operational support provided by the Office of School Improvement includes financial/budgeting and human capital. OSI has district financial oversight responsibilities, working closely with the CPS Office of Management and Budget, for all schools in improvement working with a lead partner. The office provides a streamlined process to support schools through all school operations.

The OSI Human Capital Team, acting much as an executive recruiter, supports the recruiting, identification and hiring of all personnel required for schools, regardless of the lead partner.

Strategic Management: The strategic management team supports performance and knowledge management for OSI. The Strategic Management Team, housing OSI's data analysis team, will conduct independent "deep dive" reviews of each school's performance against identified school student performance targets during monthly Performance Management Meetings. The team, that also has Subject Matter Experts, will conduct quarterly Site Visits (i.e. the OSI Teaching & Learning Manager on-site evaluating progress in teaching & learning against a rubric agreed to with the Lead Partner) with the data feeding into Performance Management Meetings. This team also houses knowledge management for OSI - including Subject matter Experts (SMEs) for each area of the CPS Whole School Improvement Model. This team also produces documentation to support implementation of the Model by CPS's internal Lead Partners.

Each Lead Partners will sign a Three-Year Agreement / Memorandum of Understanding with the district that holds them accountable for the results of schools they are working with. The Lead Partner may contract with other approved supporting partners but all organizations working with the school must work through the lead partner, who holds ultimate accountability at the school level with the Office of School Improvement for reaching aggressive student performance targets. Additionally, the following key responsibilities will be the basis of MOUs with all Lead Partners

Lead Partner Responsibilities:

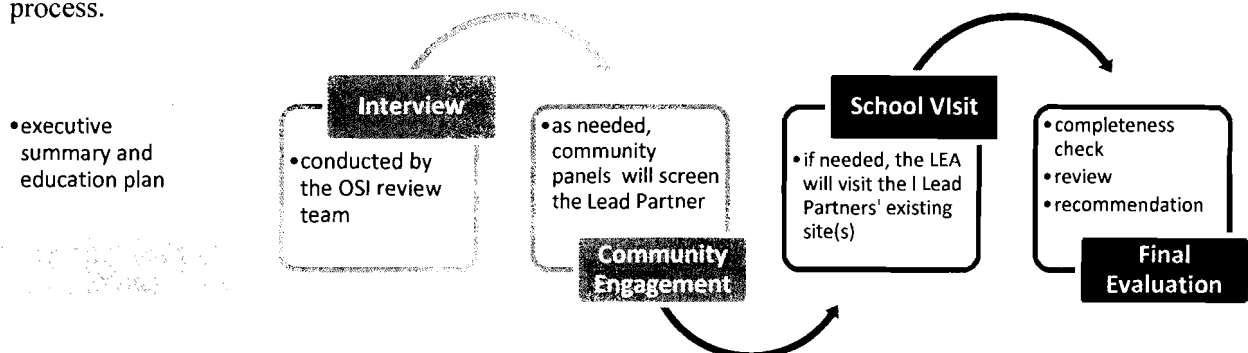
- Comply with all applicable District policies unless the Office of School Improvement approves of an exemption or an alternative policy.
- Facilitate the development of a School Improvement Plan with the School Improvement Team.
- Maintain a daily presence at the school with a minimum two (2) FTE, to include a director level position.
- Utilize a defined project management approach to implement the School Improvement Plan.
- Equal role with Office of School Improvement in all Principal hiring decisions.
- Supporting the incoming principal in recruitment and selection of staff.
- Designing and implementing an appropriate curriculum and instructional program, aligned to the Common Core Standards.
- Co-responsibility with the School Leadership Team (SLT) and School Improvement for developing a School Budget.
- Co-responsibility with the School Leadership Team (SLT) for implementing a budget and expenditure plan for the school.
- Equal responsibility with the School Improvement Officer and building Principal for achieving aggressive goals for improving student learning outcomes.
- Providing core academic and student support services (including academic, extracurricular, socio-emotional support, and extended learning time programs).
- Design and implementation of data-informed instruction and data analysis procedures, including formative assessments aligned to the Common Core Standards.
- Evaluating programs, modifying services and designing necessary interventions informed by data.
- Providing job-embedded coaching and professional development to staff.
- Implementing parent and community engagement initiatives.

- Collaboratively assume responsibility with the School Leadership Team for the programmatic operations of the school, having the right to modify or eliminate existing academic and extracurricular programs and to create its own with the approval of the Office of School Improvement.
- Participation in all Office of School Improvement Strategic Management, Performance Management, and Project Management processes.

District Responsibilities:

- Designing and implementing principal and teacher evaluation systems.
- Equal responsibility with the Lead Partner Manager for achieving aggressive goals for improving student learning outcomes.
- The Office of School Improvement shall expeditiously resolve issues and problems confronted by the Lead Partner in implementing its school design and performance plan.
- Ensure that all district services are efficiently and expeditiously provided to the school.
- Provide Strategic Management, Performance Management, and operational supports to the school.
- Actively engage with the Lead Partner and school through weekly Project/Performance Management meetings.

Section II / A-11 The Office of School Improvement (OSI) has a highly defined process to approve a Lead Partner for work in a CPS school; however, all Lead Partners engaged through the SIG program must additionally be approved by ISBE. Potential Lead Partners must prove that they can focus an integration of short-term resources in a highly aligned and coherent continuous improvement model designed to build capacity at the school level. To ensure these objectives are met, the Office of School Improvement's (OSI) Portfolio Team formally approves Lead Partners for work in CPS schools. Potential Lead Partners participate in a multi-step process that includes a written submission, comprehensive panel interview and community outreach and engagement activities (as appropriate). As part of the review process, OSI also reserves the right to conduct a school visit to any schools in which the potential Lead Partner currently operates. See *Appendix II.A11* for a description of each step in the process.



Once approved by OSI, a Lead Partner is eligible to engage with a school. The match of a Lead Partner to the school is critical. Once a school finalizes their Needs Assessment, the next step in the process is for all approved Lead Partners to make a presentation to a representative group of key school stakeholders (Chief Area Officer, administrators, staff members, parents, and community members). That group will evaluate the skills and competencies of the Lead Partner, utilizing information from the completed Needs Assessment and a Lead Partner Identification rubric developed by OSI. Using this information, the group will make a recommendation to the Chief School Improvement Officer regarding which Lead Partner should be engage.



As outlined throughout this application, the Office of School Improvement and Lead Partner share accountability for the full and effective implementation of the intervention model and achieving aggressive student achievement targets. Lead Partners work under a defined Memorandum of Understanding (MOU) that clearly outlines measurable student outcome targets, implementation timelines, services to be provided, deliverables to be provided, expectations of Lead Partner, expectations of LEA, governance and a complete Scope of Work (SOW). MOUs will be finalized once ISBE makes a SIG award to a school. *See Appendix II.A.11 – Draft Memorandum of Understanding*

Refer to Attachment 8 – Measurable Student Outcome Targets

Refer to School Appendix A – Implementation Timeline & Lead Partner Services, by school

Section II / A-12 As reinforced throughout this application, the Chicago Public Schools has positioned unprecedented support for our lowest performing schools. Since 2008, the district has diverted over \$40,000,000.00 in support of implementing the federal reform models in schools. CPS has established and fully funds the Office of School Improvement, providing direct services to and oversight for all Lead Partners, with district funds totaling \$427,090.00 per school.

The district is diverting additional district resources to applicant schools. As previously noted, each school will gain direct control over their per-pupil funding allocation from the district allowing the school to fully maximize all available funding. All schools will receive full financial support to develop and implement a full four-week Freshmen Summer Bridge Program. The district is committed to supporting a Curriculum Mapping Project at each school, and will divert funding to support new curriculum material purchases and supports beyond the general high school for: Safe Passage; Career and Technical Education Programs; 21st Century Learning Grant; Board-funded Summer School and Evening School; and Post Secondary Coaches. The Office of School Improvement will be aggressively pursuing additional financial supports for applicant schools beyond district funding. For example, in collaboration with the CPS Department of Learning Support, OSI recently received a \$15,000,000.00 Graduation Pathway grant from the U.S. Department of Education that will provide additional services to applicant schools by providing alternative learning environments for students who need non-traditional pathways to graduation. These supports are considerable, and in addition to the benefit of controlling all local school funds, each school will advantage between \$1,200,000.00 and \$1,800,000.00 per school.

Section II / B. The Office of School Improvement supports **Pre-Implementation Activities** as part of a strong School Improvement Plan implementation. The pre-implementation period will run from July 1, 2011, to the opening day of school. The pre-implementation activities are detailed in the LEA and School Budget sections of this proposal, but a summary of the activities include:

- **Human Capital.** Personnel Recruitment, Selection, and Hiring will begin with recruitment efforts before July, sponsored by the LEA / Office of School Improvement to ensure there is a quality pool of candidates for each potential SIG position. On July 1, 2011, the formal selection process will begin as detailed in Section II A-C of this proposal. The intent would be to have all staff in-place by the first day of school.
- Project Managers will be installed at each school on July 1st by each Lead Partner to oversee implementation of the School Improvement Project Plan. The project manager will develop a detailed fully aligned project plan to oversee all aspects of the school improvement process – school, district and SIG supported.
- Data Analyst will be installed at each school on July by each lead partner to work with the Instructional Leadership Team to deeply analyze PSAE and other end-of-school data, and then develop comprehensive reports and recommendations to inform the 2011-12 school year.
- Each Lead Partner will hold a combined Summer Retreat with all schools they will be working with in late July. This retreat, attended by the School Leadership Team and Instructional

Leadership Team, will be the launch to set the stage for integration of new systems, procedures, and protocols from the Lead Partner.

- Summer Curriculum Development & Alignment Meetings will be week-long sessions with the ILT, facilitated by the Lead Partner, to initiate curriculum development and alignment projects at each school.
- Summer Professional Development will be held with select staff members at each site to provide training in new systems, procedures, protocols, and curriculum.

Section III: Level of Commitment

Section III / A The initial efforts to engage school communities during our first implementations of the four federal reform models (2008-09 & 2009-10), upon reflection, were not strong. Recognizing a need to considerably strengthen this component, aggressive communication and stakeholder outreach programs were put in place. To ensure sufficient time for stakeholder communication and involvement, schools were identified early and an aggressive **Communication and Stakeholder Outreach Plan** was initiated in November 2010. The internal and external stakeholders included: 1) all school staff, including Union representatives; 2) students; 3) the Instructional Leadership Team; 4) the Local School Council; 5) Parents; 6) Elected Officials and, 7) Bilingual Advisory Council/Parent Advisory Council. During the School Community Outreach & Engagement phase, accomplished by a series of community meetings, participants initially learned about the CPS School Improvement Process, terms of the School Improvement Grant Program, and reviewed school specific student achievement data. Community stakeholders were further informed and participation secured through school newsletters, websites and other meetings with stakeholder groups. The different stakeholder groups met to conduct a comprehensive needs assessment and deep review of data during the **School Baseline and Diagnostic Data Analysis** phase, facilitated by the Office of School Improvement. These findings were shared with all internal and external stakeholders, culminating in the selection of a Lead Partner for each school who engaged stakeholder groups to develop a School Improvement Plan. All stakeholders were brought together during monthly meetings of the Local School Council to review progress and recommendations of the meetings conducted at each site from November 2010 through April 2011. Each Lead Partner remains engaged with their assigned school in anticipation of a SIG grant award. Evidence of this multi-step process, through Stakeholder Consultation Signature Forms, is included in *Appendix D*



Section III / B Letters of support for each school’s application are contained in *LEA Appendix C and School Appendix D* of this application. Representatives of each constituent group are represented, including the Chicago Teacher’s Union.

Section III / C A series of open meetings, described in Section III.A of this application, involved parents, students and other community members who were given notice of intent to submit a SIG application. These meetings included all Parent Advisory Council (PAC) and Local School Council (LSC) members, in addition to parents, students, and community members invited to the open forums. Additionally, letters/flyers sent home to parents informed them of the pending SIG application and the parameters of the grant, inviting them to informational meetings to learn more. The plans for communication with internal stakeholders are detailed throughout this grant. A summary of elements particular to the SIG include:

- Weekly School Improvement Steering Committee Meetings (Office of School Improvement, Lead Partner, School Leadership Team, Instructional Leadership Team, Local Site Council Rep, and Union Rep) will meet weekly to analyze data, monitor fidelity to school improvement strategies and effectiveness in efforts to establish and foster a high performance culture. All stakeholders will be welcomed and encouraged to attend.
- Monthly School Improvement Team Strategic Management Meetings (all stakeholders) will meet monthly to analyze data, monitor fidelity to school improvement strategies and effectiveness in efforts to establish and foster a high performance culture. All stakeholders will be welcomed and encouraged to attend.

An active involvement of all school community stakeholders is critical to the success of school improvement efforts, and we have a fully prepared **Community Engagement and Involvement Plan** for each school, developed in collaboration with their Lead Partner. Each plan is individualized to the needs of the school community, but contains the same common elements:

- Monthly Local School Council / Open Community Meetings to discuss school progress and challenges where parent and stakeholder will remain actively involved in implementing and monitoring the School Improvement Plan.
- Monthly School Improvement Progress Reports sent home to parents/guardians through the mail.

- Community Walks where the story is taken directly into the community through Saturday walks by school staff, once per quarter, where staff will “walk the community” going into homes/businesses and talk to patrons about the school’s improvement efforts.
- Donuts for Dads/Muffins for Moms will be an informal monthly meeting between the school principals and parents, newcomers, partner organizations and will provide an opportunity for stakeholder information and involvement.

Section IV: Timeline and Budget

Section IV / A. Please refer to Attachment 5 and Attachment 6 -6E for complete budget details.

Section IV / B. The Office of School Improvement, through a detailed Memorandum of Understanding, details accepted project planning procedures that must be utilized by all Lead Partners working in CPS. Our Lead Partners are required to take typical school improvement plans to a unique level of applying procedures to completely plan, organize, secure and manage resources to reach defined goals and objectives. School Improvement Projects are temporary in nature and stand in contrast to the normal operational functions of a school. We fully support the philosophy that these two functions must be managed quite differently. Project Management techniques are taught to all school-based managers through the OSI Leadership Development Program. A high level project timeline is included as an appendix to this document. *See Appendix A – Project Calendar*

Section IV / C. The Chicago Public Schools fully recognizes the importance of long-term sustainability through the short-term infusion of significant resources associated with the SIG. The purpose of each SIG School Improvement Plan is to utilize the short-term resources to build significant capacity of the existing school staff through integration of new systems/supports and significant professional development with school staff. A Sustainability Plan, as requested in the SIG RFP, is attached. *See Appendix IV.C LEA Sustainability Plan*

ATTACHMENT 5

Directions:
LEA Budget Amounts: Year 1 = provide the total of Attachment 6A (Pre-Implementation - *if chosen*) and Attachment 6D (Full Implementation), **Year 2** and **Year 3** - based on narrative and projected costs.
Individual Schools: Year 1 = provide the total for each individual school of Attachment 9 (Pre-Implementation - *if chosen*) and Attachment 9B (Full Implementation), **Year 2** and **Year 3** - based on narrative and projected costs.
Note: Use whole dollars only. Omit commas and decimal places.

RECEIVED

INNOVATION & INVESTMENT
DAILY

Appendix A: Implementation Timeline:

3 Year Overview

Appendix A: CPS Office of School Improvement 3 Year Timeline

Appendix A: CPS Office of School Improvement 3 Year Timeline				
WSIM FOCUS AREA	Pre-Implementation/ Year 0 2011 Summer	Year 1 2011-12 School Year	Year 2 2012-13 School Year	Year 3 2013-14 School Year
STRATEGIC MANAGEMENT	LEA (Office of School Improvement) announces awards to selected schools; Key leadership team members meet with each school's leadership team to finalize implementation plan	LEA provides in-kind contribution through coordination from the Office of School Improvement, including coordination from the School Improvement Officer, Director of HS Strategy & Execution and Director of Performance Management		LEA, OSI Director and school leadership team create strategic plan for the 3 years; LEA and OSI Director monitor and report on school leadership team's progress toward its responsibility
	OTS hires/trains School Improvement Data Analyst to support the OSI internal and external lead partners	Data Analyst supports the OSI Director of HS Strategy & Implementation to monitor external lead partners regarding their progress toward KPI goals; participates in quarterly compliance reviews; assists in the management of risks to projects across all awarded schools		
	1.0 Senior Project Manager provides direct full time project management oversight and support for all School Improvement Project Plans. The Senior Project Manager will be responsible for managing school improvement efforts, including risk management at each school through a defined Project Management Organization (PMO) structure; individual works directly with school staff and coordinate the activities of all school-based project management support personnel			
	OSI hires/trains a Knowledge Management Specialist. Position will work with all ISBE-selected Transformation schools. Individual will work with existing Turnaround Knowledge Management Specialist to lay framework for implementation	OSI hires/trains a Knowledge Management Specialist to document all systems, best practices and interventions in a format that allows other schools to benefit from efforts of all Lead Partners working under the OSI. Materials and best practices will be "productized" and made accessible to schools following the 2 year development		OSI and school leadership team create a strategic plan and process for the 3 year period; school leadership team participating in OSI school reform interventions
	OSI hires/trains 0.5 Administration Project Manager to support the monitoring of external lead partners regarding their progress in meeting the implementation plan goals and objectives	Administration Project Manager monitors progress of determined goals, objectives and deliverables. Position will support all required ISBE supports, grant amendments and documentation, as well as coordinate the OSI Leadership Development Program, which brings together staff across all internal and external lead partners		

Appendix A: CPS Office of School Improvement 3 Year Timeline

WSIM FOCUS AREA	Pre-Implementation/ Year 0 2011 Summer	Year 1 2011-12 School Year	Year 2 2012-13 School Year	Year 3 2013-14 School Year
STRATEGIC MANAGEMENT	OST implements the OSI Strategic Management System which will support the comprehensive strategic management of each school. Summer – leadership teams across schools will be trained in the EasyRhythm software through support of an assigned coach	OSI and OST will work through the implementation plan and monitor progress through Easy Rhythm. Regular “rhythm” calls and sit-down data review sessions occur between the LEA and Lead Partner; between the LEA, Lead Partner and School Leadership Team; and between the Principal and School Leadership Team. Calls will focus on general progress and immediate risks to the implementation plan; sit-down sessions will focus on the review of data and creating detailed action plans to address issues		
	Summer – LEA introduces School Leadership Teams to the Leadership Development program, outlining it’s two components – developing Career Path Plans and aligning leaders and best practices across all schools under the LEA; extensive introductory training for school leadership teams for the including the use of books, workshops and activities; develop implementation plan with LEA and school leadership	Per school - 12 Senior and mid-tier leadership staff provided support in development of skills necessary to support successful implementation; will meet 30 hours per year to discuss short and long range planning, student safety planning and management, contingency planning, school procedures and systems, project management and controls. Departments will meet across Turnaround and other Transformation schools	Year 2 will continue to expand on the skills that the school leadership teams have learned in Year 1. The school leadership teams will continue to develop and implement their plans and will continue to work on the implementation of the Career Path Plans and the Leadership Development program.	LDA focus on solidifying learned skills and moving the leadership team toward self-training, ability to identify problems early and mitigate risks, finding solutions to pertinent self-identified problems; highly capable leadership team grows the school community and promotes a fully functioning, self-sustaining professional learning community
	Hire/orient Leadership Development Coach/Master Principal; purchase Safari video conference equipment; finalize MOU with Center for Educational Leadership & Technology (CELT) – all support the implementation of the Leadership Development Program	CELT works with OSI through the Development Coach to implement Leadership Development Academy activities; Coach participates in weekly video conferences and provides bi-weekly on-site assistance, according to activities outlined above	CELT will work with the Development Coach to continue to support the implementation of the Leadership Development program. The school leadership teams will continue to work on the implementation of the Career Path Plans and the Leadership Development program. The school leadership teams will continue to work on the implementation of the Career Path Plans and the Leadership Development program.	

Appendix A: CPS Office of School Improvement 3 Year Timeline

WSIM FOCUS AREA	Pre-Implementation/ Year 0 2011 Summer	Year 1 2011-12 School Year	Year 2 2012-13 School Year	Year 3 2013-14 School Year
STRATEGIC MANAGEMENT	Summer – LEA introduces School Leadership Teams to the Leadership Development program, outlining it's two components – developing Career Path Plans and aligning leaders and best practices across all schools under the LEA; Develop custom Career Path Plan framework with school leadership and LEA	Development Coach assists with initial conversations with Assistant Principals; Principal and Project Manager meet with individual staff members for first CPP discussions; develop personal plan; implement	Summer prior to year 2 – LEA and Principal review all Career Path Plans and make adjustments as needed; Year 2 – LEA and Principal review all Career Path Plans and make adjustments as needed; Year 3 – LEA and Principal review all Career Path Plans and make adjustments as needed	Summer prior to year 3 – LEA and Principal use CPPs identify outstanding leaders who can be leveraged after grant period to continue high-level efforts. At start of year 3, Principal revisits CPP with staff members to discuss progress and adjust
HUMAN CAPITAL/ OPERATIONAL SUPPORT	Summer – advertise, recruit, interview, hire (in conjunction with principal) and staff all required positions. Processes managed by OSI HR, but decisions are made by the school. Human Capital team will support the Career Path Plan process, outlined above.	Train leadership staff on selection protocol, provide tools and resources to build capacity. Human Capital team will support the Career Path Plan process, outlined above.	Provide supplementary support in recruitment, identification, interviewing and hiring personnel to fill any vacancies. Human Capital team will support the Career Path Plan process, outlined above.	
FAMILY & COMMUNITY ENGAGEMENT	OSI's Family & Community Engagement Manager assists schools, in conjunction with Asset Based Community Development Corporation, to select and train a highly qualified Community Connector to serve as the liaison between the school and the community's breadth of resources	Family & Community Engagement Manager provides oversight for Community Connectors across Transformation and Turnaround Schools; implements weekly meetings and quarter professional development	Family & Community Engagement Manager provides oversight for Community Connectors across Transformation and Turnaround Schools; implements weekly meetings and quarter professional development	

Appendix A: CPS Office of School Improvement 3 Year Timeline

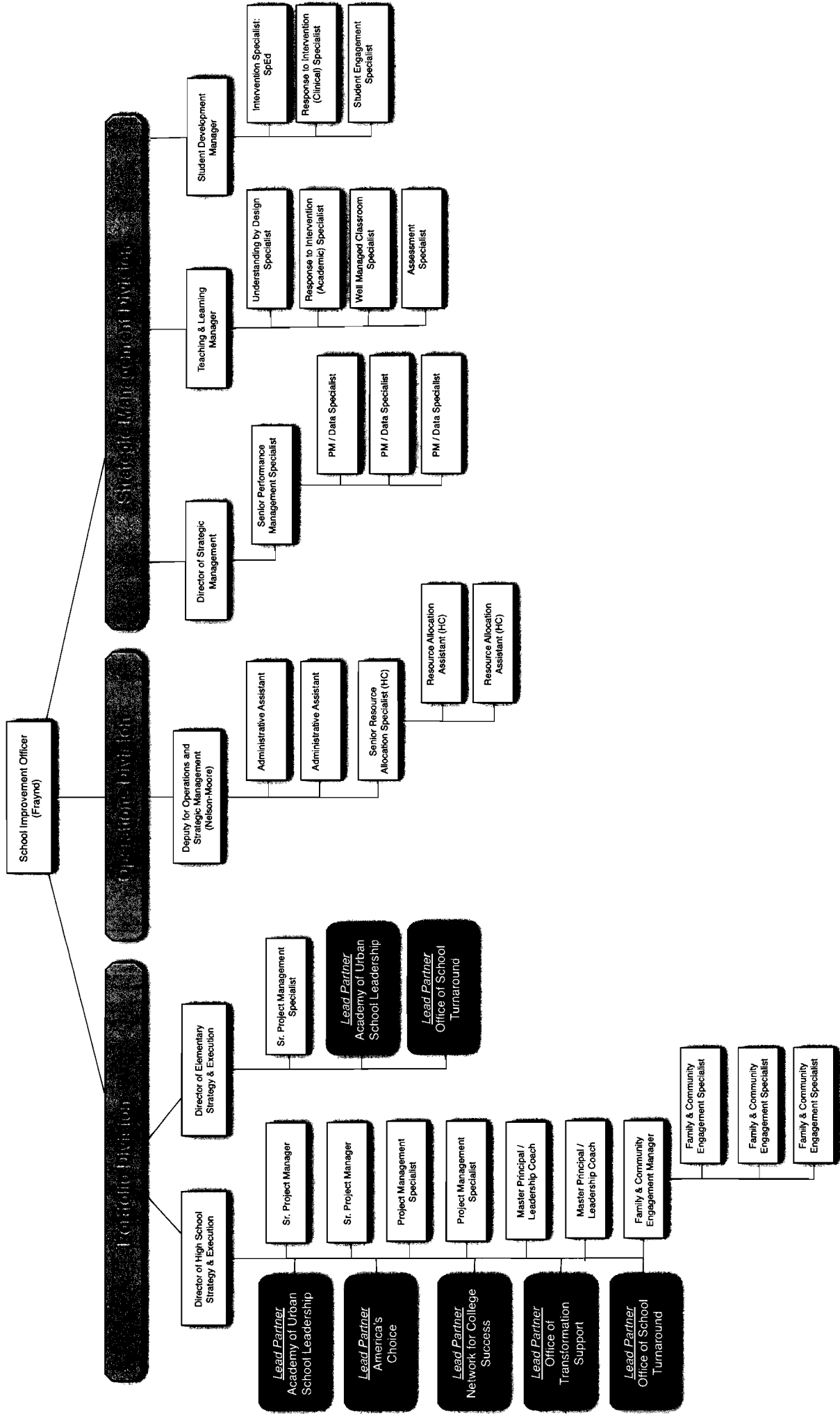
WSIM FOCUS AREA	Pre-Implementation/ Year 0 2011 Summer	Year 1 2011-12 School Year	Year 2 2012-13 School Year	Year 3 2013-14 School Year
CLIMATE & CULTURE/ STUDENT DEVELOPMENT & INTERVENTION	OSI's Student Development Manager will orient new hires for selected Transformation awardees to this division by incorporating them into existing planned summer trainings and PD	Student Development Manager will provide best-practice support for schools in their various Culture/Climate interventions to ensure that efforts are aligned across LEA schools, while building capacity of new and existing staff. Each summer, staff from this division at Transformation schools will participate in training and PD with other LEA schools		
TEACHING & LEARNING	OSI's Teaching & Learning Manager will orient new hires for selected Transformation awardees to this division by incorporating them into existing planned summer trainings and PD	Teaching & Learning Manager will provide best-practice support for schools in their various Culture/Climate interventions to ensure that efforts are aligned across LEA schools, while building capacity of new and existing staff. Each summer, staff from this division at Transformation schools will participate in training and PD with other LEA schools		
	OSI hires/trains Senior Teaching & Learning Specialist in conjunction with Teaching & Learning Manager; Individual participates in summer PD and training activities; works closely with new and existing school Teaching and Learning personnel	Senior Teaching & Learning Specialist ensures fidelity of curriculum and instructional activities across Transformation schools, following best practices. Individual will conduct professional development with building level coaches and instructional leadership teams; coordinates and ensures fidelity of curriculum development projects and all hired academic coaches; coordinates short-cycle assessments		Senior Teaching & Learning Specialist ensures fidelity of curriculum and instructional activities across Transformation schools, following best practices. Individual will conduct professional development with building level coaches and instructional leadership teams; coordinates and ensures fidelity of curriculum development projects and all hired academic coaches; coordinates short-cycle assessments

Appendix B

Office of School Improvement, Organization Chart & Job Descriptions (existing)

Office of Transformation Support, Organization Chart & Job Descriptions
(proposed)

Office of School Improvement, Job Descriptions (proposed)





Location: 70% School Based / 30% Unit Based

Position Period: 52 Week

Reports to: Chief Executive Officer

Purpose of the Position: Reporting to the Chief Executive Officer, this position is charged with overseeing all school improvement efforts in the district with schools using the Restart, Turnaround or Transformation Model. This individual will possess exemplary executive level leadership qualities, innovative school reform know how, extensive systems knowledge, and pragmatic implementation skills. The School Improvement Officer represents the district's transformation efforts for multiple audiences and is ultimately accountable for ensuring tangible school-level results in transforming schools.

Principal Accountabilities:

1. Ensure the quality, effectiveness, and fidelity of the CPS Whole School Improvement Model
2. Seek continual improvement of the model through courageous experimentation, constant research and study, and continual learning based on best practices in the field
3. Provide visionary leadership for a wide array of personnel with specialized knowledge that is necessary for the successful and comprehensive reform of the district's most troubled schools including Transformation specialists and school principals
4. Create and foster a strong professional community among all personnel to ensure optimal results
5. Align all energies and efforts of personnel in the strategic direction explicated in the CPS Whole School Improvement Model including ensuring that every level of the unit and schools are focused on both intermediate and long term performance indicators
6. Problem solve complicated and often unexpected issues that arise as a result of working on the most troubled schools in the district
7. Represent the district, Office of School Improvement, and Transformation schools on a national, regional, and local level
8. Support, develop, and coach the leadership qualities and subject matter expertise of unit and school-level personnel
9. Secure adequate levels of political support, talent, and financial resources

General Responsibilities:

- Safeguard and approve the current version of the CPS Whole School Improvement Model and manage its current version and presentation from a high level
- Conduct constant research on the effectiveness of various aspects of the Transformational Model by monitoring ongoing performance and asking critical questions centered on its improvement

- Co-lead weekly performance management meetings in each school with an effort to train the principal to ask the critical questions necessary for effective performance management
- Interrogate performance problems by differentiating between the work the Model is requiring people to do versus their ability to do the work. If the flaw is associated with the Model, charge the appropriate team member to modify it. If the flaw is associated with the skill of the individuals doing the work, insist on a development plan.
- Lead weekly problem solving meetings in each school with the principal and Transformational Team to quickly solve any problems with implementation and to ensure open and honest conversation about the work
- Supervise Directors and hold them accountable for the work products and performance goals related to their particular areas
- Meet with Directors frequently both as a group and individually to provide customized one-on-one guidance and support
- Evaluate principals and Transformation personnel on an ongoing basis to focus individual improvement and to counsel out low performers when necessary
- Manage the strategic planning and vision of the department through quarterly department retreats
- Oversee the creation of performance targets and the investment plans needed to achieve the targets
- Actively recruit new talent for both the unit and schools by networking and relationship building with the highest performers in the field
- Encourage and recommend learning opportunities for all personnel
- Present at local, regional, and national conferences to improve the reputation of the district and to serve as a thought leader on transformation and school reform in general
- Share tools and advice with others in the district and serve as a “team player” by helping with committee work and other projects
- Broker cross-department collaboration within the district by meeting with other department leaders and finding ways to combine efforts
- Participate in professional learning communities with other officers both inside and outside the district
- Demonstrate an urgency for ensuring school-level outcomes by constantly reminding all personnel of their obligation to improve outcomes for students quickly
- Increase understanding of the Transformational Model and transparently share ongoing results with senior leadership and other key stakeholders
- Protect all personnel from unhealthy political dynamics or inefficient bureaucratic mechanisms by engaging in honest conversations and bringing important concerns to other unit leaders and/or senior leadership
- Present professional development sessions as appropriate on the school and unit levels
- Represent the district’s transformation efforts with community, political, and philanthropic leaders

Qualifications/Skills:

- Masters degree in educational leadership or related field from an accredited college/university required, Ed.D. or Ph.D. degree preferred.
- Demonstrated effective experience as a principal or equivalent educational leadership role that involved improving outcomes for all students
- Demonstrated team-building skills; ability to focus a diverse group of professionals around a clear goal and then monitor progress towards that goal

Appendix C:
Existing Job Descriptions

- Demonstrated commitment to outcome-based accountability, data-driven decision-making, differentiated instruction, and continuous adult learning as drivers of improved student outcomes
- Strong service and support orientation towards schools and school communities
- Sophisticated understanding and ability to apply theories of and effective practices
- Strong and proven creative and innovative thinking skills
- Demonstrates the ability to promote intelligent risk-taking; shows disposition toward supporting unit personnel and schools in pursuing new ideas that may not have precedent
- Proven record of success in supporting adult learning and leadership development



Location: 70% Unit Based / 30% School Based
Position Period: 52 Week
Reports to: School Improvement Officer

Purpose of the Position: Under the direction of the Unit's Officer, this position is responsible for the unit's operational management, ensuring compliance to Board policies and directives, and the execution and evaluation of strategy elements developed for transformation schools. So that the Officer can invest more time on the school level, the Deputy serves as the Unit's primary day to day contact for central office personnel and meetings.

Principal Accountabilities:

I. Financial Management and Accounting

- Lead or participate in the development and direct execution of operating policies to support overall department objectives and ensure all activities are compliant in regulations and business practices issued by government agencies, the district and bargaining agreements
- Manage operations team to ensure execution of payroll, accounts payable, accounts receivable, budgeting, payroll, and to monitor the overall fiscal health of the department
- Lead the development of the annual budget and operating plan that fully supports OST's strategic and financial goals, business model and core values

II. Board Contract Management

- Oversee monitoring, tracking and compliance of all board reports and contracts
- Coordinate with project teams and internal departments to resolve contractual issues

III. HR and Administration

- Oversee the relationships with HR administration processes including recruitment, staffing and evaluation procedures
- Manage facilities infrastructure including office environment and administrative staff

IV. School Operations

- Provide support in the opening of new schools including supporting the school start up manager in capital improvements, budgets, purchasing, staffing and payroll

V. Fund Development

- Develop and implement fundraising strategies for a wide range of sources including foundations, government, individual giving, product sales and earned income projects
- Ensure open communication between development, program, and finance functions to ensure the overall alignment of organizational needs and the development and management of funding opportunities
- Oversee management of key funder relationships
- Ensure strategic reporting to the officer and management team to inform critical decisions and strategic planning

Qualifications/Skills:

- Bachelor's degree from an accredited college/university required, advanced degree preferred.
- Demonstrated team-building skills; ability to focus a diverse group of professionals around a clear goal and then monitor progress towards that goal
- Demonstrated commitment to outcome-based accountability, data-driven decision-making, differentiated instruction, and continuous adult learning as drivers of improved student outcomes
- Strong service and support orientation towards schools and school communities
- Strong Project Management background
- Strong Operational Management background
- Strong interpersonal, communication, public speaking and presentation skills
- Demonstrates strong competencies in negotiations and diplomacy



Location: 85% School Based / 15% Unit Based
Position Period: 52 Week
Reports to: Officer, Office of School Improvement

Purpose of the Position: Reporting to the School Improvement Officer, the Director of Performance Management is responsible for the development, implementation and management of all Performance Management work in OSI managed schools as a vital member of the Office of School Improvement Leadership Team. The framework for school based Performance Management does not currently exist. The Director of Performance Management is responsible for the initial development of the school based Strategic management framework as well as the ongoing development and evolution of the framework.

Principal Accountabilities:

The Director of Strategic Management (PM) is responsible for the ongoing operational management of school based staff responsible for school-based PM, processes and systems. This includes the direct management of school based Strategic management staff and the indirect management of other school based staff based on Strategic management related work. Primary responsibilities:

1. Staff Management
2. Process Ownership (including issue resolution processes)
3. Strategic data reporting
4. Systems Ownership (technical, informational and people based systems)
5. Selecting and amplifying successful Strategic strategies
6. Removing failed strategies

General Responsibilities:

Development

- Initial development of the School based Performance Management framework and systems
- Ongoing iterative development of the framework and systems

Implementation

- As schools are added to the OST portfolio the Director of Strategic Management is responsible for implementing the Strategic Management Framework in each school (staffing, training, logistics, etc.) and for integrating the school into the larger OST Strategic Management framework.
 - Hiring Strategic Management Staff
 - Indoctrinating all staff in the Strategic Management framework
 - Deploying Strategic Management systems (technical, informational and people based systems)

Management

- The Director of Strategic Management is responsible for the ongoing operational management of school based Strategic Management staff (5-6 individuals per school), processes and systems. This includes the direct management of school based Strategic management staff and the indirect management of other school based staff based on Strategic management related work.
 - Staff Management
 - Process Ownership (including issue resolution processes)
 - Strategic data reporting
 - Systems Ownership (technical, informational and people based systems)
 - Selecting and amplifying successful Strategic strategies
 - Removing failed strategies

Other duties and responsibilities:

- Participate in an intensive training program focused on the use of the accountability and assessment tools and their impact on instruction, student and adult learning
- Take a lead role in providing accountability training and achievement support to school personnel
- Surface effective practices at particular schools and spread them to others
- Actively contribute to the knowledge base developed and shared across other Strategic Management staff informing district-wide development by participating in professional development and meetings held by Chief Strategic Officer
- Enlist all members of the school community to promote and enforce school accountability for student outcomes
- Participate in the development and refinement of system-wide accountability policy to assure accountability tools continue to fairly evaluate and meet the needs of our schools

Qualifications/Skills:

1. Bachelor's degree from an accredited college/university required, advanced degree preferred.
2. Demonstrated team-building skills; ability to focus a diverse group of professionals around a clear goal and then monitor progress towards that goal
3. Demonstrated commitment to outcome-based accountability, data-driven decision-making, differentiated instruction, and continuous adult learning as drivers of improved student outcomes
4. Strong service and support orientation towards schools and school communities
5. Sophisticated understanding and ability to apply theories of and effective practices
6. Strong Project Management background
7. Strong Operational Management background
8. Demonstrated ability to envision and architect technical, information and people systems
9. Strong and proven Information Design skills
10. Proven record of success in improving outcomes for all students
11. Proven record of success in supporting adult learning and leadership development
12. Understanding and ability to support the instructional needs of different student populations



Location: 85% School Based / 15% Unit Based
Position Period: 52 Week
Reports to: School Improvement Officer

Purpose of the Position: Reporting to the School Improvement Officer, the Director of School Development is a vital member of the Office of School Improvement (OSI) Leadership Team as an experienced successful school administrator. This individual has documented entrepreneurial school leadership experience and demonstrated success driving high Strategic and improving underperforming student achievement. The Director of High Schools will be responsible for the selection and management of all lead partners working in Restart, Turnaround, and Transformation. This individual will utilize collaborative team leadership, project management skills, and subject matter expertise to leverage all available district and community resources toward successful school improvement efforts. Ultimately, the Director of School Development will be responsible for successful implementation of School Improvement Plans by all internal and external lead partners at the high school level.

Principal Accountabilities:

- Ensure the systematic, swift, and smooth development of School Improvement Plans.
- Shape and support the philosophy and vision of the Chicago Public Schools and CPS Office of School Improvement.
- Serve as leader of the Office of School Improvement Portfolio Management Team.
- Direct the development, knowledge management, productization, implementation and evaluation of all School Improvement Plans.
- Facilitate development of school administrative teams, especially the building Principal, and fully indoctrinate them in the CPS schools and related national research on school restructuring.
- Serve as a mentor to Principals and Lead Partner executives.
- Identify, cultivate, and facilitate the development of exemplary Lead Partners to join the CPS portfolio.
- Monitor and evaluate all lead partner school engagements.
- React proactively with regard to data analysis.
- Create positive relationships with administrators, school community members, district staff, and building staff.
- Communicate effectively with all members of the school community, district leadership, and district department leadership.
- React to change productively and handle other tasks as assigned.
-

General Responsibilities:

- Oversee, direct and evaluate the OSI Portfolio Team and take the lead in developing Lead Partners working in Restart, Turnaround, and Transformation.
- Direct the development, knowledge management, productization, implementation and evaluation of all aspects of the CPS Transformation Model.
- Direct the creation and execution of a detailed project plan to guide the implementation of School Improvement Plans.
- Manage the Transformation Start-up Project Manager to ensure all projects related to start-up are executed efficiently and issues are resolved quickly. Assist the Transformation Start-up Manager to secure necessary resources and navigate roadblocks to new school start-up.
- Manage the Director of the Office of Transformation Support and Director of the Office of School Turnaround to ensure all aspects of the CPS School Improvement Model are developed, productized, implemented efficiently, and evaluated appropriately.
- Ensure that Subject Matter Experts (SMEs) leveraged by internal lead partners are developed fully and leveraged appropriately to ensure success. Ensure issues are resolved quickly.
- Manage staff to ensure they are properly supporting implementation in their given area of expertise to quickly stabilize a new school and implement a full school improvement reform..
- Manage the Community Resource Integration Manager to design, implement and manage a seamless integration of a robust portfolio of external resources into new schools, closely collaborating with city and local community organizations.
- Manage the Parent and Community Engagement Specialist to develop and implement a robust community engagement strategy for all new schools and ensure parents are actively involved.
- Closely collaborating with the OSI Deputy Director of Operations, actively support the hiring process, and ensure the staffing needs of new Transformation Schools are being met. Actively participate in the selection of the building leadership team and department leadership.
- Provide expertise and guidance in best practices relating to stabilizing and turning around underperforming schools.
- Advise and consult regarding the development of the Office of School Improvement budget.
- Oversee and manage the development of individual school improvement plans for all new schools, including development of the SIPAAA and related school improvement plans.
- Attend national conferences and go on learning trips to stay abreast of best practices and to create a network of contacts among national thought leaders and local subject matter experts.
- Purchase books, materials, consultants, travel, etc. as needed and within constraints of funding sources
- Develop relationships with community leaders of all new schools.
- Direct the Portfolio Management Team to formulate and articulate a clear vision regarding the qualities of an effective school and modify and revise in accordance with community feedback and local particularities.
- Sponsor transformation symposia with local, regional, and national partners to share best practices.

- Work with CPS department leaders to quickly and effectively navigate through roadblocks and issues that arise during implementation.
- Act as a primary thought leader in school improvement to direct the development and enhancement of the CPS Whole School Improvement Model
- Serve as a chief thought partner by prodding the entire team to stay reflective, grounded in the research, and centered on continuous improvement.
- Organize team retreats, collaboration, and learning opportunities on intervals that make sense
- Quickly recognizes patterns and trends related to school performance. Analyzes complex information to formulate strategic vision and develop action plans as appropriate. Direct development of the right balance of strategic and tactical plans to achieve immediate success while maintaining long-term vision. Develops effective processes to achieve desired results.
- Build capacity of the newly hired building Principals and leadership team by coaching them and developing and executing their individual professional development plans. Act in concert with the Transformation Officer as the lead “leadership development coach” for the building Principal.
- Facilitate leveraging existing CPS and community resources to ensure a successful school Development and implementation of the CPS Whole School Improvement Model..
- Keep the School Improvement Officer fully informed of all aspects of the assignment and involve the Officer as necessary.
- Perform other tasks consistent with the goals and objectives of this position as assigned by the Transformation Officer.

Qualifications/Skills:

- A doctorate or masters in education is required with a strong emphasis in school administration.
- Illinois Type 75 Certification is required
- A minimum of 10 years of highly successful related experience, including documented highly successful experience as a building Principal.
- Direct experience in transforming underperforming schools and dramatically improving student achievement as a building Principal is required. District administrative experience preferred.
- Documented skills in leading highly productive teams through complex situations.
- Demonstrated mastery of research-based leadership theories and practices
- Previous supervision and evaluation of staff
- Exhibit passion and the ability to thrive amidst change and challenging conditions while maintaining a positive outlook and forward looking perspective
- Possess an attuned appreciation for cultural awareness and competency and a staunch commitment to continuously develop insight and proficiencies related to such matters
- Takes risks to achieve vision and goals, even if they deviate from the norm.
- Takes personal responsibility for mistakes and learns from them, while consistently following up with analysis and corrective action.
- Commitment to social justice and public schooling in particular
- Effective oral and written communication skills



Location: 85% School Based / 15% Unit Based
Position Period: 52 Week
Reports to: School Improvement Officer

Purpose of the Position: Reporting to the School Improvement Officer, the Director of Teaching and Learning is a vital member of the Office of School Improvement (OSI) Leadership Team as a proven successful curriculum and instruction leader. This individual has documented success in directing the development of a program of teaching and learning to dramatically improving underperforming student achievement. The Director of Teaching and Learning will direct and manage the Teaching and Learning Team who is collaboratively responsible for implementing Phase 2 of the CPS Transformation Model. Additionally, this "transformation administrator" will direct the development, knowledge management, productization, implementation, and evaluation of the CPS School Improvement Model Phase 2. This individual will utilize project management skills, combined with subject matter expertise to leverage all available district and community resources toward improving student learning. Ultimately, the Director of Teaching and Learning will be expected to play a vital leadership role to ensure the successful transition of classroom learning environments into models of student learning and a dramatic improvement in state assessment results during the second year of a transformation throughout implementation.

Principal Accountabilities:

- Raise EPAS and PSAE scores
- Shape and support the philosophy and vision of the Chicago Public Schools and CPS Office of School Improvement.
- Serve as leader of the Teaching & Learning Team responsible for leading the implementation of Phases 2 of the OST School Improvement Model.
- Direct the development, knowledge management, productization, implementation and evaluation of all aspects of the CPS School Improvement Model Phase 2.
- Facilitate development the school administrative team, especially the Assistant Principal for Teaching and Learning, and fully indoctrinate them in the CPS School Improvement Model.
- Identify, cultivate, and facilitate the development of direct reports.
- React proactively with regard to data analysis.
- Create positive relationships with administrators, school community members, district staff, and building staff.
- Communicate effectively with all members of the school community.
- React to change productively and handle other tasks as assigned.
- Demonstrate willingness to assume leadership positions.

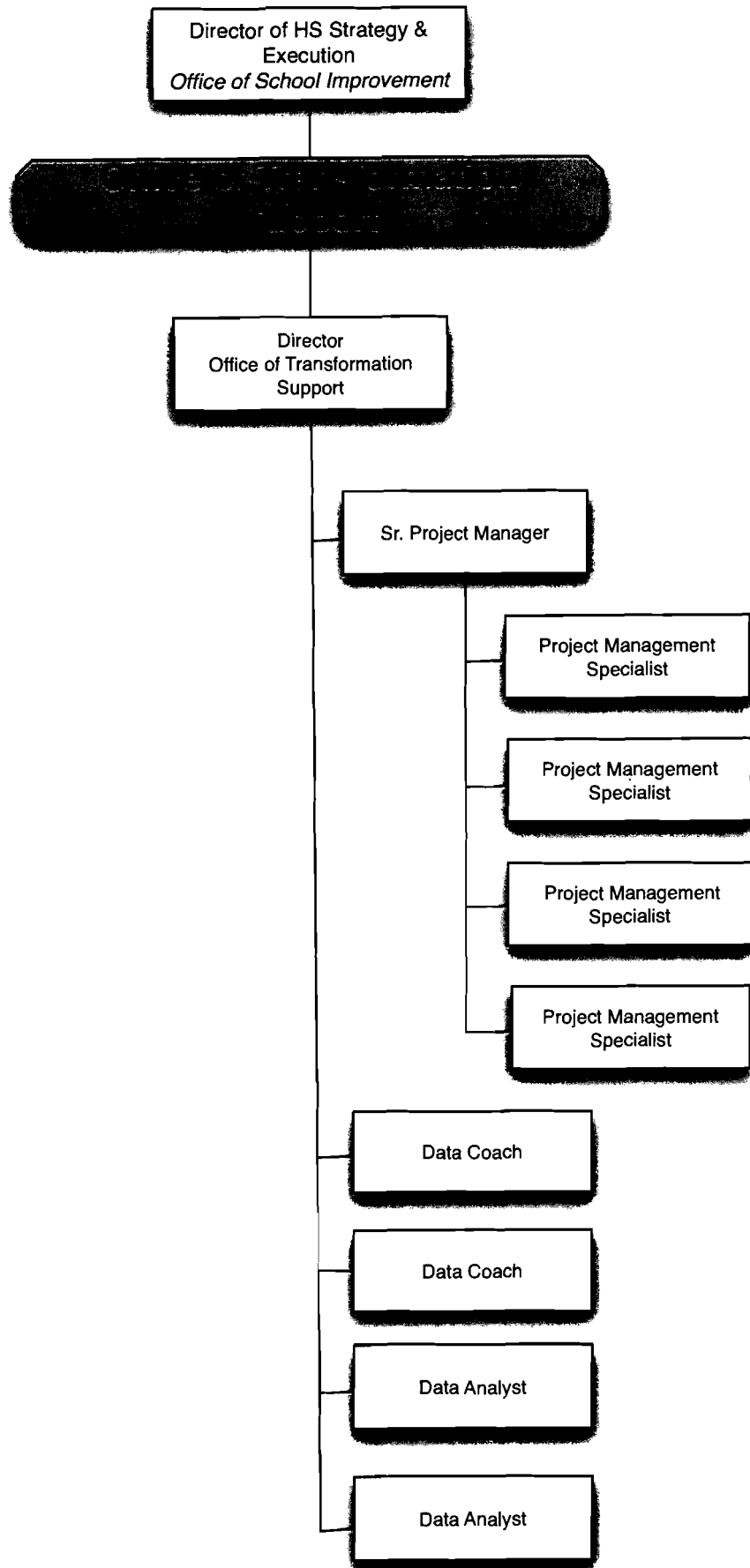
General Responsibilities:

- Oversee, direct and evaluate the Teaching and Learning Team who will take a lead in developing teachers of a new School Improvement School to implement Phase 2 of the CPS School Improvement Model.
- Direct the development, knowledge management, productization, implementation and evaluation of all aspects of the CPS School Improvement Model Phases 2.
- Direct the creation and execution of a detailed project plan to guide the implementation of Phases 2 of the CPS School Improvement Model.
- Manage the Resource Allocation Manager to ensure all projects related to scheduling are executed efficiently and issues are resolved quickly.
- Manage a team of Teaching and Learning Specialists to ensure all aspects of the Teaching and Learning portion of the CPS School Improvement Model are developed, productized, implemented efficiently, and evaluated appropriately. Ensure Specialists are utilized effectively and efficiently to develop all building instructional staff.
- Ensure that Subject Matter Experts (SMEs) leveraged by OST are developed fully and leveraged appropriately to ensure success. Ensure issues are resolved quickly.
- Closely collaborating with the OSI Deputy Director of Operations, actively support the hiring process and ensure the staffing needs of all OSI Schools are being met. Actively participate in the selection of the building leadership team and teaching staff.
- Advise and consult regarding the development of the Office of School Improvement budget. Advise and consult regarding the development of individual school budgets for all OSI Schools.
- Attend national conferences and go on learning trips to stay abreast of best practices and to create a network of contacts among national thought leaders and local subject matter experts.
- Purchase books, materials, consultants, travel, etc. as needed and within constraints of funding sources
- Develop relationships with community leaders of all OSI Schools.
- Direct the Teaching and Learning Team to formulate and articulate a clear vision regarding the qualities of an effective learning environment and modify and revise in accordance with community feedback and local particularities.
- Sponsor School Improvement symposia with local, regional, and national partners to share best practices
- Work with CPS department leaders to quickly and effectively navigate through roadblocks and issues that arise during implementation.
- Act as a primary thought leader in school Improvement directing the development and enhancement of the CPS School Improvement Model Phases 2 in collaboration with recognized national thought partners and local subject matter experts.
- Organize Teaching and Learning retreats, collaboration, and learning opportunities on intervals that make sense. Organize Subject Matter Expert retreats, collaboration, and learning opportunities on intervals that make sense.
- Organize national learning trips to locations of interest for the Teaching and Learning Team and Building Administrative Team.

- Quickly recognizes patterns and trends related to school performance. Analyzes complex information to formulate strategic vision and develop action plans. Develops right balance of strategic and tactical plans to achieve immediate success while maintaining long-term vision. Develops effective processes to achieve desired results.
- Act in concert with the School Improvement Officer as the lead “leadership development coach” for the building Principal during Phase 2 of implementation.
- Leverage existing CPS and community resources to ensure a successful implementation of the CPS School Improvement model related to teaching and learning.
- Direct the Director of the CPS School Improvement Institute and Teaching and Learning Team to develop and orchestrate professional development programming that focus on objectives related to school and/or individual improvement plans.
- Keep the Officer fully informed of all aspects of the assignment and involve the School Improvement officer as necessary.
- In concert with the Director of School Development, create and execute a transition plan for each school as they transition from Phase 1 into a Phase 2 school and prepare the team to move on to the next School Improvement high school.
- Perform other tasks consistent with the goals and objectives of this position as assigned by the Officer.

Qualifications/Skills:

- A doctorate or masters in curriculum and instruction or related field is required with a strong emphasis on data-informed instruction that raises student achievement as measured by standardized test scores
- Principal Certification is required
- A minimum of 10 years of highly successful related experience, including documented curriculum development and teacher development
- Documented skills in leading highly productive teams through complex situations.
- Demonstrated mastery of research-based teaching and learning best practices
- Previous supervision and evaluation of staff
- Exhibit passion and the ability to thrive amidst change and challenging conditions while maintaining a positive outlook and forward looking perspective
- Possess an attuned appreciation for cultural awareness and competency and a staunch commitment to continuously develop insight and proficiencies related to such matters
- Takes personal responsibility for mistakes and learns from them, while consistently following up with analysis and corrective action.
- Commitment to social justice and public schooling in particular
- Effective oral and written communication skills





Reports to: **Director of High School Strategy & Execution**

Purpose of the Position: Reporting to the Director of High Schools, this position is charged with overseeing the development of the Transformation Model as well as its successful implementation in transformation schools. This individual will possess exemplary executive level leadership qualities, innovative school reform know how, extensive systems knowledge, and pragmatic implementation skills. The Director of Transformation Support represents the district's transformation efforts for multiple audiences and is ultimately accountable for ensuring tangible school-level results in transformation schools.

Principal Accountabilities:

- Ensure the quality, effectiveness, and fidelity of the CPS Transformation Model
- Provide visionary leadership for a wide array of personnel with specialized knowledge that is necessary for the successful reform of the district's troubled schools including Transformation specialists and school principals
- Create and foster a strong professional community among all personnel to ensure optimal results
- Align all energies and efforts of personnel in the strategic direction explicated in the CPS Transformation Model including ensuring that every level of the unit and schools are focused on both intermediate and long term performance indicators
- Problem solve complicated and often unexpected issues that arise as a result of working on the most troubled schools in the district
- Represent the district, Office of School Improvement, and Transformation schools on a national, regional, and local level
- Support, develop, and coach the leadership qualities and subject matter expertise of unit and school-level personnel
- Secure adequate levels of political support, talent, and financial resources

General Responsibilities:

- Ensure fidelity in the transformation implementation and manage its current version and presentation from a high level
- Conduct constant research on the effectiveness of various aspects of the Transformation Model by monitoring ongoing performance and asking critical questions centered on its improvement
- Co-lead weekly performance management meetings in each school with an effort to train the principal to ask the critical questions necessary for effective performance management
- Investigate performance problems by differentiating between the work the Model is requiring people to do versus their ability to do the work.
- Lead weekly problem solving meetings in each school with the principal and Transformation Team to quickly solve any problems with implementation
- Evaluate principals and Transformation personnel on an ongoing basis to focus individual improvement and to counsel low performers

- Manage the strategic planning and vision of the department through quarterly department retreats
- Oversee the creation of performance targets and the investment plans needed to achieve the targets
- Actively recruit new talent for both the unit and schools by networking and relationship building with the highest performers in the field
- Increase understanding of the Transformation Model and transparently share ongoing results with senior leadership and other key stakeholders
- Represent the district's transformation efforts with community, political, and philanthropic leaders

Qualifications/Skills:

- Masters degree in educational leadership or related field from an accredited college/university required, Ed.D. or Ph.D. degree preferred.
- Demonstrated effective experience as a principal or equivalent educational leadership role that involved improving outcomes for all students
- Demonstrated team-building skills; ability to focus a diverse group of professionals around a clear goal and then monitor progress towards that goal
- Demonstrated commitment to outcome-based accountability, data-driven decision-making, differentiated instruction, and continuous adult learning as drivers of improved student outcomes
- Strong service and support orientation towards schools and school communities
- Sophisticated understanding and ability to apply theories of and effective practices
- Strong and proven creative and innovative thinking skills
- Demonstrated ability to promote intelligent risk-taking; shows disposition toward supporting unit personnel and schools in pursuing innovation
- Proven record of success in supporting adult learning and leadership development



Reports to: Director – Office of Transformation Support

Purpose of the Position: Under the direction of the Director of Transformation Support, the individual in this position works as a senior project manager coordinating school improvement efforts in schools operating under the transformation model with the Office of Transformation Support as lead partner. The individual in this position will also serve as the primary project manager for the development and reporting of grant-funded programs in Transformation schools.

Principal Accountabilities:

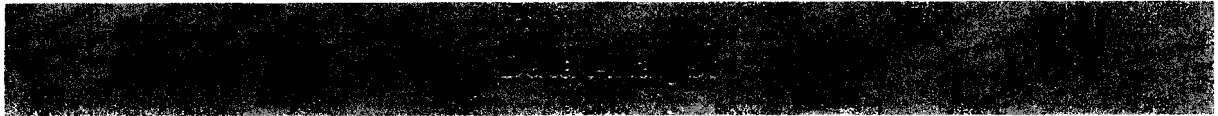
- Define project scope, goals and deliverables that support school improvement projects in “SIG” funded school improvement projects, in collaboration with senior management and stakeholders.
- Develop full-scale project plans and associated communications documents.
- Effectively communicate project expectations to team members and stakeholders
- Estimate the resources and participants needed to achieve project goals.
- Determine and assess need for additional staff and/or consultants
- Develop and continually manage project expectations with team members and other stakeholders.
- Delegate tasks and responsibilities to appropriate personnel.
- Identify and resolve issues and conflicts within the project team and manage project dependencies and critical paths.
- Provide expertise in best practices relating to project management, resource allocation, problem solving, human resource, space utilization, and process development in our most challenging high schools.
- Oversee and administer a small group of Transformation Project Management Specialists who manage day-to-day school transformation projects.
- In concert with newly hired staff, spearhead high school reform efforts by temporarily initiating systematic interventions and intensive supports in Transformation high schools.
- Building capacity in the newly hired Transformation high school staff by coaching them and developing and executing their individual professional development plans.
- Incorporate sustainable student information, resource allocation, and business processes that will lead to demonstrable educational gains, especially in areas directly related to student development by providing ongoing consultation, support and leadership to tend to any Chicago Public High School exigencies per the directive of district leadership.
- Formulate and articulate a clear vision regarding the qualities of an effective school and modify and revise in accordance with community feedback and local particularities.
- Establish and implement best practices for allocating scarce resources, and effective use of precious educational dollars.
- Ensure consistent, systematic, focused, and responsive monitoring of student progress by ensuring the repair of neglected student information systems which will systematically collect, analyze, and map [educational] data and other essential performance measures on a regular basis and hold student development workers accountable for their

performance as measured by these data through a robust program of performance management.

- Work cooperatively with district personnel and all community stakeholders and the other members of the transformation team in particular to create sustainable educational infrastructures and catalyze learning.
- Leads or participates in the development and direct execution of financial reporting to support overall SIG objectives and ensure all activities are compliant in regulations and business practices.
- Oversees school SIG activities to ensure reporting deadlines are in compliance.
- Project manage new SIG writing proposals, coordinating grant applications and performing administrative duties accompanied with grant submission, as requested.
- Ensures open communication between development, program, and finance functions to ensure the overall alignment of school needs and management SIG expenditures.
- Oversees management of relationships with federal and state agencies, as requested.
- Ensures regularly scheduled reporting to the Director and management team to inform critical decisions and strategic planning related to SIG activities.

Qualifications/Skills:

1. Bachelor's degree from an accredited college/university required, advanced degree preferred.
2. Demonstrated team-building skills; ability to focus a diverse group of professionals around a clear goal and then monitor progress towards that goal
3. Demonstrated commitment to outcome-based accountability, data-driven decision-making, differentiated instruction, and continuous adult learning as drivers of improved student outcomes
4. Strong service and support orientation towards schools and school communities
5. Strong Project Management background required
6. Strong grant administration background preferred
7. Strong interpersonal, communication, public speaking and presentation skills
8. Demonstrates strong competencies in negotiations and diplomacy



Reports to: Director – Office of Transformation Support

Purpose of the Position: The Data Analyst is responsible for the ongoing operational management of school based Transformation Strategic Management processes and systems in a specific OSI managed schools or a portfolio of OSI Managed Schools.. This includes the direct support of school based staff with performance management related work.

Principal Accountabilities:

- Data aggregation, analysis and presentation
- Educating school based staff on Strategic Management systems, tools and expectations

General Responsibilities:

- Participate in an intensive training program focused on the use of the accountability and assessment tools and their impact on instruction, student and adult learning
- Take a lead role in providing accountability training and achievement support to school personnel
- Surface effective practices at particular schools and spread them to others
- Actively contribute to the knowledge base developed and knowledge sharing
- Enlist all members of the school community to promote and enforce school accountability for student outcomes
- Participate in the development and refinement of system-wide accountability policy to assure accountability tools continue to fairly evaluate and meet the needs of our schools

Qualifications/Skills:

- Predisposition to be proactive and a self-starter; ability to stay several steps ahead and to anticipate and address problems before they develop; comfort with ambiguity and ability to troubleshoot and to devise targeted, ad hoc solutions
- Strong leadership and team-building skills; ability to focus a diverse group of professionals around a clear goal and then monitor progress towards that goal
- Demonstrated commitment to outcome-based accountability, data-driven decision-making, differentiated instruction, and continuous adult learning as drivers of improved student outcomes
- Strong service and support orientation towards schools and school communities
- Strong and proven Information Design skills
- Familiarity with SQL, Pivot Tables, VBA and the MS Office Suit
- Proven record of success in supporting adult learning and leadership development
- Understanding and ability to support the instructional needs of different student populations
- Experience in hands-on, school-based, and project-based training of adults



Reports to: Director of High Schools

Purpose of the Position: Reporting to the Director of High Schools the Transformation Project Manager will work as a lead consultant, facilitator, and thought leader as a new school implements strategies related to full implementation of the CPS Whole School Improvement Model.

Principal Accountabilities:

- Define project scope, goals and deliverables that support school improvement projects in “SIG” funded school improvement projects, in collaboration with senior management and stakeholders.
- Develop full-scale project plans and associated communications documents.
- Effectively communicate project expectations to team members and stakeholders
- Estimate the resources and participants needed to achieve project goals.
- Determine and assess need for additional staff and/or consultants
- Develop and continually manage project expectations with team members and other stakeholders.
- Delegate tasks and responsibilities to appropriate personnel.
- Identify and resolve issues and conflicts within the project team and manage project dependencies and critical paths.
- Provide expertise in best practices relating to project management, resource allocation, problem solving, human resource, space utilization, and process development in our most challenging high schools.
- In concert with newly hired staff, spearhead high school reform efforts by temporarily initiating systematic interventions and intensive supports in OSI high schools.
- Building capacity in the newly hired high school staff by coaching them and developing and executing their individual professional development plans.
- Incorporate sustainable student information, resource allocation, and business processes that will lead to demonstrable educational gains, especially in areas directly related to student development by providing ongoing consultation, support and leadership to tend to any Chicago Public High School exigencies per the directive of district leadership.
- Formulate and articulate a clear vision regarding the qualities of an effective school and modify and revise in accordance with community feedback and local particularities.
- Establish and implement best practices for allocating scarce resources, and effective use of precious educational dollars.
- Ensure consistent, systematic, focused, and responsive monitoring of student progress by ensuring the repair of neglected student information systems which will systematically collect, analyze, and map [educational] data and other essential performance measures on a regular basis and hold student development workers accountable for their performance as measured by these data through a robust program of performance management.

- Work cooperatively with district personnel and all community stakeholders and the other members of the turn around team in particular to create sustainable educational infrastructures and catalyze learning.
- Ensures regularly scheduled reporting to the Director and management team to inform critical decisions and strategic planning related to school improvement activities.

Qualifications/Skills:

- Bachelor's degree from an accredited college/university required, advanced degree preferred.
- Demonstrated team-building skills; ability to focus a diverse group of professionals around a clear goal and then monitor progress towards that goal
- Demonstrated commitment to outcome-based accountability, data-driven decision-making, differentiated instruction, and continuous adult learning as drivers of improved student outcomes
- Strong service and support orientation towards schools and school communities
- Strong Project Management background required
- Strong interpersonal, communication, public speaking and presentation skills
- Demonstrates strong competencies in negotiations and diplomacy



Reports to: Director, High Schools

Purpose of the Position: Reporting to the Director of High Schools, the Knowledge Management Specialist will work as a lead consultant, facilitator, and thought leader as a new school implements strategies related to full implementation of the Transformation Model. This role will further develop the Transformation Model and productizes it for optimal implementation on the school level. Bringing high level consulting skills to bear, this role develops, maintains, and updates a knowledge base to ensure that school level implementers have access to actionable materials so that they can focus on improving school-level metrics.

Principal Accountabilities:

- Review, edit, format, translate and publish documents for the transformation department.
- Maintain and update statistical database and/or information.
- Produce fact sheets, briefings, and other information resources on themes to be determined by the needs of the school and Transformation context
- Participate in OSI and transformation discussion by engaging in learning groups and training sessions.
- Support the development and sustainability of the transformation schools.
- Oversee the transformation development process and documents findings.
- Ensure development of assessment methods for communication methods.
- Support the learning platform and outreach strategy for the transformation model that includes modules, best practices, as well as supporting the development of learning.
- Contribute to training activities, awareness raising, and education related to the implementation of the transformational component.
- Provide Policy Development and Advocacy Support
- Contribute to the development of conceptual and methodological tools such as issue briefs, position papers, checklists, and investigation protocols on education surrounding transformation schools.
- Develop educational materials including insight to article reviews.
- Maintain information for OSI subject matter experts.

Qualifications/Skills:

- Strong professional oral and writing skills, including the development of reports, oral presentations, and technical/persuasive documents for consideration at the highest levels of the Organization.
- Knowledge of the principles and practices of knowledge management, organization, distribution, dissemination, collaboration and refinement of information.
- Marketing and evaluation skills and strategies for new technologies.
- Experience with educational systems and technical writing skills.
- Demonstrated team-building skills; ability to focus a diverse group of professionals around a clear goal and then monitor progress towards that goal
- Demonstrated commitment to outcome-based accountability, data-driven decision-making, differentiated instruction, and continuous adult learning as drivers of improved student outcomes

- Strong service and support orientation towards schools and school communities
- Strong Project Management background required

Education: A bachelor's degree from a recognized university in public health, social sciences, or communications, education or a related field.

Experience: Essential: Three years of combined educational and working experience in the fields of communication, information management, and training.



Reports to: Deputy Director of Operations

Purpose of the Position: Under the direction of the Deputy Director of Operations, The Human Resource Support Specialist will manage the hiring strategies for all Transformation schools, manage business relationships, cultivate candidate pipelines, build and coordinate hiring support at the school-based level, create marketing and branding strategies, and address business practice needs that enhance recruiting and staffing practices for area schools.

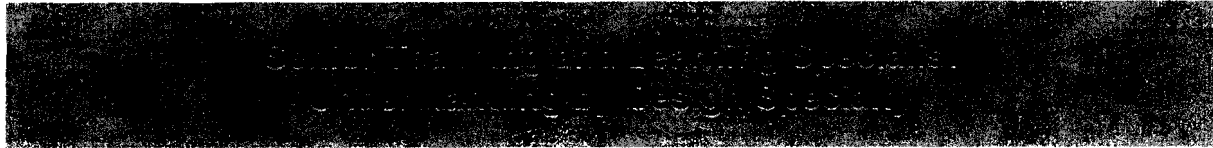
Principal Accountabilities:

- Partner with the Department of Human Resources team to identify hiring trends.
- Ensure recruitment data including compensation and organizational development is communicated effectively and in compliance with Board policies
- Analyze school staffing projections to build recruitment and hiring strategies
- Support all school-based hiring efforts and the administrative staff which include following up with candidates, coordinating schedules, reference checks and ensuring all candidates meet eligibility requirements for staffing
- Prioritize recruitment and hiring needs for targeted schools
- Develop appropriate benchmarks based on qualitative and quantitative data to assess recruitment practices and issue appropriate recommendations to enhance this work.
- Recommend, develop and implement innovative outreach strategies to enhance sourcing opportunities
- Cultivate collaborative relationships with universities, cohort programs and various partners
- Analyze and interpret data to support the overall outreach strategy
- Manage systems development and refinement of selecting candidates, tools and processes to ensure the hiring of qualified candidates

Qualifications/Skills:

- Bachelor's degree from an accredited college/university required, advanced degree preferred.
- Demonstrated team-building skills; ability to focus a diverse group of professionals around a clear goal and then monitor progress towards that goal
- Demonstrated commitment to outcome-based accountability, data-driven decision-making, differentiated instruction, and continuous adult learning as drivers of improved student outcomes
- Strong service and support orientation towards schools and school communities
- Strong Project Management background required
- Demonstrated knowledge of resource allocation, recruiting and hiring practices in education or related field
- Demonstrated exceptional standards of written and oral communication
- Entrepreneurial, diplomatic, and operationally-focused manager that is able to provide a strategic vision to the hiring function

- Demonstrated project and time management experience in fast-paced and deadline-driven environment
- Dynamic individual with strong consulting and leadership skills
- Expertise in the development and implementation of recruitment and outreach sourcing strategies



Reports to: Director of Teaching and Learning

Purpose of the Position: Reporting to the Director of Teaching and Learning, the Transformation Senior Teaching & Learning Specialists will assist teachers in focusing their instruction on the College Readiness Standards, with an emphasis on assessment. These professionals will focus on individual and group professional development that will expand and refine the understanding about research-based effective instruction as outlined by parameters detailed the CPS Whole School Improvement Model. In order to meet this purpose, these Specialists will provide personalized support that is based on the goals and identified needs of individual teachers. These are individuals with extensive successful classroom instructional experience and as well versed in instructional best practices.

Understanding by Design Specialty: The specialist will need to possess a high degree of comfort and ability with the Understanding by Design curriculum framework. In order to lead professional development sessions and evaluate teacher created work, the specialist will need to be familiar with topic selection, standards alignment, enduring understandings, essential questions, assessment creation and alignment, GRASPs, and the creation of learning plans. The specialist preferably will have experience leading a group of teachers in similar work and should be familiar, not only with the UbD text, but also the UbD workbook. The specialist should also be able to give constructive criticism to professionals and guide their learning in an effort to gain mastery of this curriculum framework. Experience with large-scale interactive professional development preferred. Candidate should be able to showcase tangible examples of either curriculum they have created using UbD, professional development they have led around this topic, or both.

Principal Accountabilities:

- Raise EPAS and PSAT scores by providing a data-informed structure for instruction
- Decrease serious discipline incidents.
- Increase student attendance rates.
- Support the philosophy and vision of the Chicago Public Schools and CPS Office of School Improvement.
- Communicate and demonstrate research-based instructional practices that result in increased student performance.
- Facilitate the intellectual and professional development of teachers.
- Develop a school climate maximizing research-based instructional strategies that engage all students.
- React proactively with regard to data analysis.

- Create positive relationships with teachers and administrators.
- Communicate effectively with all members of the school community.
- React to change productively and handle other tasks as assigned.
- Demonstrate willingness to assume leadership positions.

General Responsibilities:

- Support the implementation of interim assessments, plans for re-teaching based on interim results, and effective practices for teaching the skills assessed in the EPAS and PSAT tests
- Provide organized individual and/or group learning opportunities for teachers as needed; as well as planning, monitoring, and feedback activities. Model effective practices through classroom demonstrations.
- Provide organized individual and/or group learning opportunities for administrators and support staff as appropriate.
- Analyze classroom and school level data to inform program and professional development. Generate appropriate reports and data on a consistent and ongoing basis.
- Provide organized individual and/or group learning opportunities for teachers in data analysis/use to improve student learning. Assist staff with designing teaching and learning decisions based on assessment data.
- Provide support for school/classroom motivation and management strategies.
- Assist the school in developing and implementing school improvement plans. Work positively toward meeting identified school performance management objectives.
- Keep supervisor informed of potential problems or unusual events.
- Attend staff meetings and training sessions.
- Encourage ongoing professional growth for all staff. Provide encouragement and support to staff.
- Manage time and schedule flexibility that maximizes teacher schedules and learning.
- Obtain advance approval of the designated OST lead administrator, and building Principal, for unique activities and expenditures.
- Adhere to all district, Office of School Transformation, and school policies and procedures.
- Understand that job responsibilities may vary related to each building's specific needs and specific job assignment.
- Perform other tasks consistent with the goals and objectives of this position as assigned by the appropriate Office of School Transformation lead administrator.

Qualifications/Skills:

- Bachelor's degree from an accredited college/university required, advanced degree preferred.
- Teaching Certification AND 10+ years classroom, coaching or similar experience. Certification in English Language Arts or Reading Specialist highly preferred.
- Cognitive coaching experience and Instructional Leadership experience

- Ability to exercise independent judgment.
- Documented experience and proficiency in “Understanding by Design”
- Demonstrated experience in research-based educational practices.
- Demonstrated experience in data-informed decision making.
- Ability to deal effectively and courteously with students, school personnel and the general public.
- Attention to detail and exceptionally strong organization skills.
- Responds to inquiries and concerns in a timely and positive manner.
- Exhibits interpersonal skills to work as an effective team member.
- Demonstrates support for the school system and its goals and priorities.
- Demonstrates initiative in identifying potential problems or opportunities for improvement.
- Demonstrate sound judgment and ethical practice.
- Receptive to feedback and committed to ongoing growth.

Appendix C: LEA Letters of Support

**(School specific Letters of Support included
with each School application in School Appendix D)**



OFFICE OF THE MAYOR
CITY OF CHICAGO

RICHARD M. DALEY
MAYOR

April 28, 2011

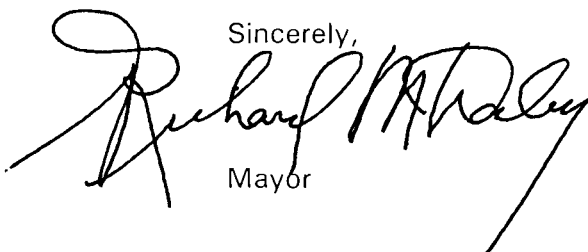
Mr. Christopher Koch
Superintendent
Illinois State Board of Education
100 North 1st Street
Springfield, Illinois 62777

Dear Superintendent Koch:

I am writing to express my full support of the School for Improvement Grant (SIG) proposal submitted by Chicago Public Schools' Office of School Improvement (OSI). Since its beginnings, OSI has helped Chicago Public Schools create meaningful educational opportunities in some of the District's lowest-performing schools. OSI's gains in school stabilization indicators are impressive, as evidenced by their first turnaround high school which realized a 15 percent increase in freshman attendance rates and a nearly 18 percent increase in freshmen-on-track rates.

Funding from the SIG grant will allow OSI to replicate the success of its Whole School Improvement Model (WSIM) by transforming eight of the District's struggling high schools: Hancock College Preparatory Academy, Juarez Community Academy, Percy L. Julian, Kelvyn Park, North Lawndale College Prep, Richards Career Academy, Tilden Community Academy and Wells Community Academy. The model is based on strong research, best practices, and two years of positive outcomes. Because WSIM can be customized to suit the needs of an individual school, its benefits to the Chicago Public Schools and the nation will be great.

Providing all of our students a fair and substantive opportunity to learn is critical for our goals of systemic education reform, transformative innovation, consistent progress, increased participation in our democratic society and global leadership in a knowledge-based economy. The SIG grant opportunity will not only improve the student's academic achievement, but also impact the participating schools, the students' families and the communities in which the students live and work. Thank you for your consideration of these proposals from the Chicago Public Schools.

Sincerely,

Mayor



Board of Education

CITY OF CHICAGO

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

TELEPHONE (773) 553-1600
FAX (773) 553-1601

OFFICE OF THE BOARD

MARY B. RICHARDSON-LOWRY, ESQ.
PRESIDENT

CLARE M. MUÑANA
VICE PRESIDENT

MEMBERS
NORMAN R. BOBINS
DR. TARIQ BUTT
ALBERTO A. CARRERO, JR.
PEGGY A. DAVIS
ROXANNE WARD

April 28, 2011

Christopher A. Koch, Ed.D.
State Superintendent of Education
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

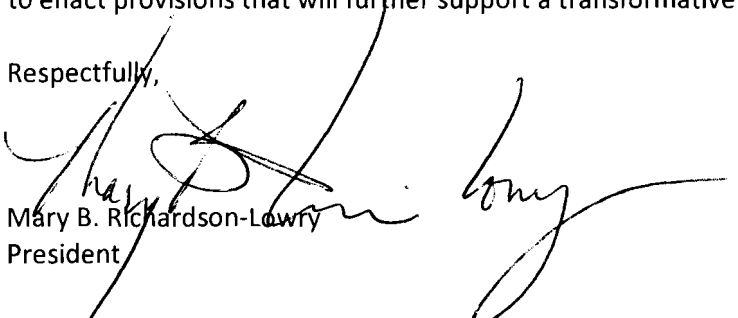
Dear Superintendent Koch:

I am pleased to pledge my full support for the Chicago Public Schools' application to the FY12 School Improvement Grant competition. Each school community to be served by the project has demonstrated eagerness to reverse a shared trend of underperformance by taking the necessary actions, which began with the installation of a strong and focused leadership team headed by a "transformational" principal. The success of the CPS School Improvement project relies on the vision and direction of each principal, and I am confident these educators possess the critical skills and knowledge to sustain this work.

CPS's internal and external lead partners will be equally responsible, along with the staff at each school, for enacting momentous and lasting transformation in participating schools. The CPS Office of Transformation Support, together with The Network for College Success and America's Choice, will coordinate and manage all new resources, which are tailored to each school's individual strengths and weaknesses. Dramatic improvements will be expected through additional supports and initiatives such as extended instructional time through freshman and sophomore academies; instructional coaches for core academic subjects; student social and emotional support, such as mentoring; targeted professional development and collaboration support for teachers; curriculum and instruction alignment to the Common Core Standards; and, the use of data to drive student achievement, among many other things.

The Board of Education is dedicated to granting additional flexibility and support to schools who receive a SIG award in an effort to stimulate dramatic gains in student performance. The Board is committed to working collaboratively with school communities, the Chicago Teacher's Union, and other key stakeholders to enact provisions that will further support a transformative school environment.

Respectfully,


Mary B. Richardson-Lowry
President



Office of the Chief Executive Officer

April 29, 2011

Christopher A. Koch, Ed.D.
State Superintendent of Education
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Dear Superintendent Koch:

I am writing to express my support for the Chicago Public Schools' application to the FY12 School Improvement Grant competition. If awarded, these grants would provide for whole-school transformation initiatives at eight of our lowest-performing high schools: Juarez, Julian, Kelvyn Park, North Lawndale College Prep, Hancock, Richards, Tilden, and Wells. CPS is fully prepared to pursue dramatic, systematic school improvement efforts at each of these high-need schools. Speaking as CEO, I can attest that the activities described in this application completely align with district priorities.

As part of the District's commitment to school improvement, CPS created and is financially supporting the CPS Office of School Improvement. That Office, reporting directly to the CEO, oversees external and internal lead partner work in schools implementing improvement projects and monitors the success of reform initiatives. CPS has also created two internal entities – the Office of School Turnaround and the Office of Transformation Support – to lead improvement projects in schools undergoing turnaround or transformation reforms. The Office of Transformation Support serves on this grant as the lead partner for Juarez, Julian, Kelvyn Park, and North Lawndale. CPS has also partnered with two capable external lead partners – the Network for College Success and America's Choice – to serve Hancock and Wells, and Richards and Tilden, respectively.

Under the guidance of external or internal lead partners, the schools in this grant will be granted the added flexibility and funding needed to drive rapid improvement. These schools will benefit from additional supports and initiatives such as freshman and sophomore academies; instructional coaches for core academic subjects; added mentoring and counseling opportunities; targeted professional development for instructional staff; collaboration support for teachers; curriculum alignment; and support for the use of data to drive student achievement.

With funding from the ISBE School Improvement Grants, and the already-demonstrated support of community stakeholders, I am confident that these schools can break the cycle of underperformance and succeed in their school improvement efforts.

Respectfully,

Terry Mazany
Chief Executive Officer



Chief Education Office

125 South Clark Street, 5th Floor · Chicago, Illinois 60603
Telephone 773.553.1490 · FAX 773.553.1399

April 16, 2011

Christopher A. Koch, Ed.D.
State Superintendent of Education
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Dear Superintendent Koch:

I am proud to endorse the Chicago Public Schools' application for the FY12 School Improvement Grants. This competition presents eight of our District's neediest high schools with an extraordinary opportunity for whole-school transformation. The interventions made possible by this grant – including curricular alignment and the regular use of student data for decision-making by staff– support a culture of high expectations for student achievement and rigorous academic standards. As Chief Education Officer for CPS, I fully support these best-practice initiatives to drive student success in our underperforming schools.

The eight schools included in this grant have struggled for years to make gains in student learning in the face of immense academic, cultural, and social-emotional challenges. These schools have consistently fallen below District standards for student performance outcomes, and previous interventions have not achieved the kind of sweeping, sustainable school improvement needed to make these schools successful. These schools now require the kind of specific, systematic, intensive approach to school reform proposed by the transformation model of school improvement.

The CPS Office of School Improvement monitors and supports CPS schools undergoing one of the four federal models of school reform (turnaround, restart, transformation, and closure). Two additional internal entities – the Office of School Turnaround and the Office of Transformation Support – have also been developed to implement turnaround and transformation school improvement projects at CPS schools. The Office of School Improvement manages these two internal partners along with all external partners, including the Network for College Success, America's Choice, and the Academy for Urban School Leadership. CPS has already witnessed many successes in restart, turnaround, and transformation schools operating under the umbrella of this Office.

If awarded School Improvement Grant funding, I believe these schools will see rapid gains in student growth and achievement. I appreciate ISBE's careful consideration of our applications, and I look forward to seeing our students benefit from these reforms.

Sincerely,


Charles M. Payne
Chief Education Officer



Teaching + Learning

125 South Clark Street, 5th Floor · Chicago, Illinois 60603
Telephone 773.553.5060 · FAX 773.553.5061

April 19, 2011

Christopher Koch, Superintendent
Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

Dear Superintendent Koch:

The Office of Teaching and Learning for the Chicago Public Schools is writing to express its strong support of the Office of Improvement's School Improvement Grant (SIG) application. According to PSAT scores, achievement in many of Chicago Public Schools secondary schools have been consistently low, including the eight schools included in this application: Hancock, Juarez, Julian, Kelvin Park, North Lawndale College Prep, Richards, Tilden, and Wells. The need to transform these schools is clear. We believe that the SIG grant provides an excellent opportunity to significantly improve the educational outcomes of the students in addition to helping their schools rise out of the probationary status.

Our department wholeheartedly endorses the plan's goals to improve student achievement in PSAT Reading and Math, increase graduation rates, and create stable learning climates. We are pleased that many of the plan's intervention strategies focus on initiatives which are a high priority within our department including: aligning curriculum to the College Readiness Standards, creating extended learning opportunities for students, providing coaching supports to teachers to improve practice, and offering additional differentiated supports to at-risk students. We see these strategies as crucial to helping prepare every student for success in school, college and life.

We look forward to working with the Office of School Improvement and are committed to helping to successfully implement the plan. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, which appears to read "Katherine A. Volk".

Katherine A. Volk
Chief Officer



Office of Special Education & Supports · 125 South Clark Street, Suite 800 · Chicago, Illinois 60603
Telephone: 773-553-1800

Gretchen Brumley
Deputy Chief

Richard G. Smith, Ed. D.
Chief Officer

Jean McKeown Papagianis
Deputy Chief

April 27, 2011

Christopher Koch, Superintendent
Illinois State Board of Education
100 N. 1st Streets
Springfield, IL 62777

Dear Superintendent Koch:

I am writing to express my strong support of the School Improvement Grant (SIG) submitted by Chicago Public Schools to transformation eight struggling high schools: Hancock, Juarez, Julian, Kelvyn Park, North Lawndale College Prep, Richards, Tilden and Wells.

Although each of these schools has worked hard to improve student achievement, we recognize that there is still work to be done to improve the consistently low graduation rates and PSAE scores, and to reduce the number of disruptions in the learning environment. As the Office of Special Education and Supports, we are committed to continue to work collaboratively with the Office of School Improvement, the individual schools and their students, parents and community stakeholders to create strong, safe, and appropriate learning opportunities for all students. I believe that the award of the requested SIG funds will accelerate our ability to create improved learning opportunities for students in these eight campuses.

The Office of Special Education and Supports (OSes) pledges its support to the Transformation School Improvement Plan and is dedicated to its successful implementation.

Sincerely,

Richard G. Smith, Ed. D.
Chief Officer



Terry Mazany
Acting Chief Executive Officer

Office of College and Career Preparation
125 South Clark Street, 12th Floor · Chicago, Illinois 60603
Telephone 773/553-2108 · Fax 773/553-3543

Eileen Rudden
Acting Chief Officer

April 29, 2011

Christopher Koch, Superintendent
Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

Dear Superintendent Koch:

The Office of College and Career Preparation is pleased to provide its support of the School Improvement Grant (SIG) proposal to transform 8 eligible Tier I/II Chicago Public Schools: Hancock College Prep, Juarez Community Academy, Percy L. Julian, Kelvin Park, North Lawndale College Prep, Richards Career Academy, Tilden Community Academy, and Wells Community Academy. Although the leadership and staff of these schools have made progress towards increasing the academic achievement, graduation and college acceptance rates of their students, we fully appreciate there is a strong need to transform these schools. The SIG grant will allow these schools to move from their probationary status.

The proposed SIG interventions for each of these schools support our commitment to strengthening college preparation curricula and counseling supports at all schools to ensure that all students graduate from CPS ready to succeed and graduate from college. We strongly believe that the goals and objectives identified in the application provide these schools with a great opportunity to improve student achievement in PSAT Reading and Mathematics, create a stable learning environment, and ultimately increase student graduation rates.

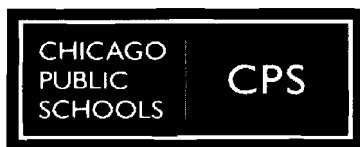
We are particularly excited about the strategies to launch an innovative "Dual Credit" program in partnership with the City of Colleges of Chicago. This program will provide students a low cost option to receive college credit and will enhance student's non-academic skills to improve their college persistence. We are excited that the City Colleges of Chicago are currently in discussions with other state universities to accept City College of Chicago credits, therefore opening up the opportunities for our students across the state of Illinois.

We strongly believe that by using the transformation model coupled with the intense technical support of the selected lead partners will enable these schools to better prepare their students for college and career success.

Our commitment to the Transformation School Improvement Plan is strong and we are dedicated to helping the Office of School Improvement implement the plan successfully.

Sincerely,

Eileen Rudden



Terry Mazany
Interim Chief Executive Officer

Dr. Charles Payne
Chief Education Officer

Office of Student Support and Engagement
125 South Clark Street, 12th Floor · Chicago, Illinois 60603
Telephone 773/553-3287 · Fax 773/553-3581

Paige A. Ponder
Officer

May 2, 2011

Christopher Koch, Superintendent
Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

Dear Superintendent Koch:

The Office of Student Support and Engagement (OSSE) enthusiastically supports the School Improvement Grant (SIG) proposal submitted by the Office of School Improvement (OSI). Like our office, the proposed transformations of Hancock, Julian, Juarez, Kelvyn Park, North Lawndale College Prep, Richards, Tilden, and Wells seek to ensure that every student is provided with the supports to thrive at every stage of their high school career and graduate ready for college and work.

The schools targeted in the transformation plan all suffer from persistently low PSAE scores and graduation rates and clearly will benefit from the intervention strategies contained within each plan to increase instructional time, provide targeted academic supports to at-risk students, to provide transitional supports to incoming freshman, to increase the quality of instruction, to create a data driven culture, to develop a stable learning environment, to provide appropriate social and emotional supports, to create a college-going culture, and to connect with the surrounding community. We firmly believe that these strategies will produce strong outcomes to improve student achievement in PSAE Reading and Mathematics, to create a safe school environment and to significantly improve graduation rates. OSSE is committed to help support these school implement the transformation plan with fidelity.

Sincerely,

A handwritten signature in black ink, reading "Paige Ponder". The signature is written in a cursive style with a horizontal line extending from the end.

Paige A. Ponder
Officer



Ron Huberman
Chief Executive Officer

Office of College and Career Preparation
Career and Technical Education
125 South Clark Street, 12th Floor · Chicago, Illinois 60603
Telephone 773/553-2108 · Fax 773/553-3543

Eileen Rudden
Chief Officer

Aarti Dhupelia
CTE Director

April 27, 2011

Christopher Koch, Superintendent
Illinois State Board of Education
100 N. 1st Streets
Springfield, IL 62777

Dear Superintendent Koch:

The Department of Career and Technical Education (CTE) within Chicago Public Schools (CPS) enthusiastically supports the CPS Office of School Improvement's (OSI) submission of the School Improvement Grant (SIG) applications for Hancock College Prep, Juarez Community Academy, Percy L. Julian, Kelvyn Park, North Lawndale College Prep, Richards Career Academy, Tilden Community Academy, and Wells Community Academy. The Transformation of these schools will provide a strong base for the continued work that we do in CTE programs at these schools by enabling substantial improvement in student core academic achievement, significant increases in graduation and postsecondary enrollment rates, and by creating more stable learning environments.

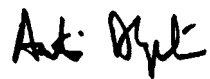
Seven of the eight eligible transformation high schools currently offer CTE programs or have applied to create CTE programs within the next 1-2 years. Funding from the SIG grant will be tremendously helpful to supporting the success of CTE students in these schools by helping to ensure that we are able to, for example:

- Provide strong counseling supports so that students are able to follow and complete their proper Program of Study in order to graduate and move on to college and/or employment thereafter;
- Align curriculum and teacher planning efforts to ensure cohesion between Common Core and CTE programming;
- Provide credit recovery options for students in core and CTE coursework, so that students are able to master core academics while in parallel completing their CTE requirements, which will in turn afford more students the opportunity to earn industry certifications and articulated college credit while in high school.

In totality, the range of interventions planned will enable stronger core academic, social-emotional, and technical CTE skill development in the applicant schools. Thus, we believe that the utilization of the transformation model and the intensive technical support of the internal and external lead partners provide us with the best opportunity to nurture students who are ready for college and career success.

Our department is committed to the Transformation of these schools in the District. We look forward to working with OSI to implement the plan with fidelity.

Sincerely,

A handwritten signature in black ink, appearing to read "Aarti Dhupelia". The signature is stylized with a large initial "A" and a long, sweeping underline.

Aarti Dhupelia
Director, Career and Technical Education
Chicago Public Schools

Appendix D

Stakeholder Consultation Forms (included separately)

Appendix II.A.1

Principal Identification, Selection and Evaluation Process

PRINCIPAL IDENTIFICATION, SELECTION AND EVALUATION PROCESSES

Principal Identification and Selection Process

The Office of School Improvement (OSI), acting much as an executive recruiter, conducts a rigorous national search for Principal candidates for all schools, regardless of Lead Partner. OSI looks for administrators with documented successful school improvement experience, based on the following competencies: 1) Driving for Results; 2) Influencing for Results; 3) Impact and Influence; 4) Develop and Lead Teams; 5) Planning and Problem Solving; 6) Confidence to Lead; 7) Problem Solving; and, 8) Personal Effectiveness. These reflect available research about “transformational” principal effectiveness, and best practices. They are the same competencies existing Principals were evaluated against. After an extensive national recruiting effort, Principal candidates are evaluated against the competencies through four (4) key steps:

Step 1 – Application and Accomplishment Review. Candidates provide detailed information about their education, credentials, work experience, and relevant skills. The Accomplishment Review asks candidates to demonstrate evidence of the Principal Competencies using specific examples of leadership experiences and results/outcomes achieved. Each candidate participates in an interview that further assesses the evidence documented.

Step 2—Principal Scenario Exam. The Principal Scenario Exam (PSE) measures a candidate’s ability to effectively manage real-life situations commonly experienced by “transformational” principals in CPS. The PSE is a written assessment typically given on the same day as the Accomplishment Interview.

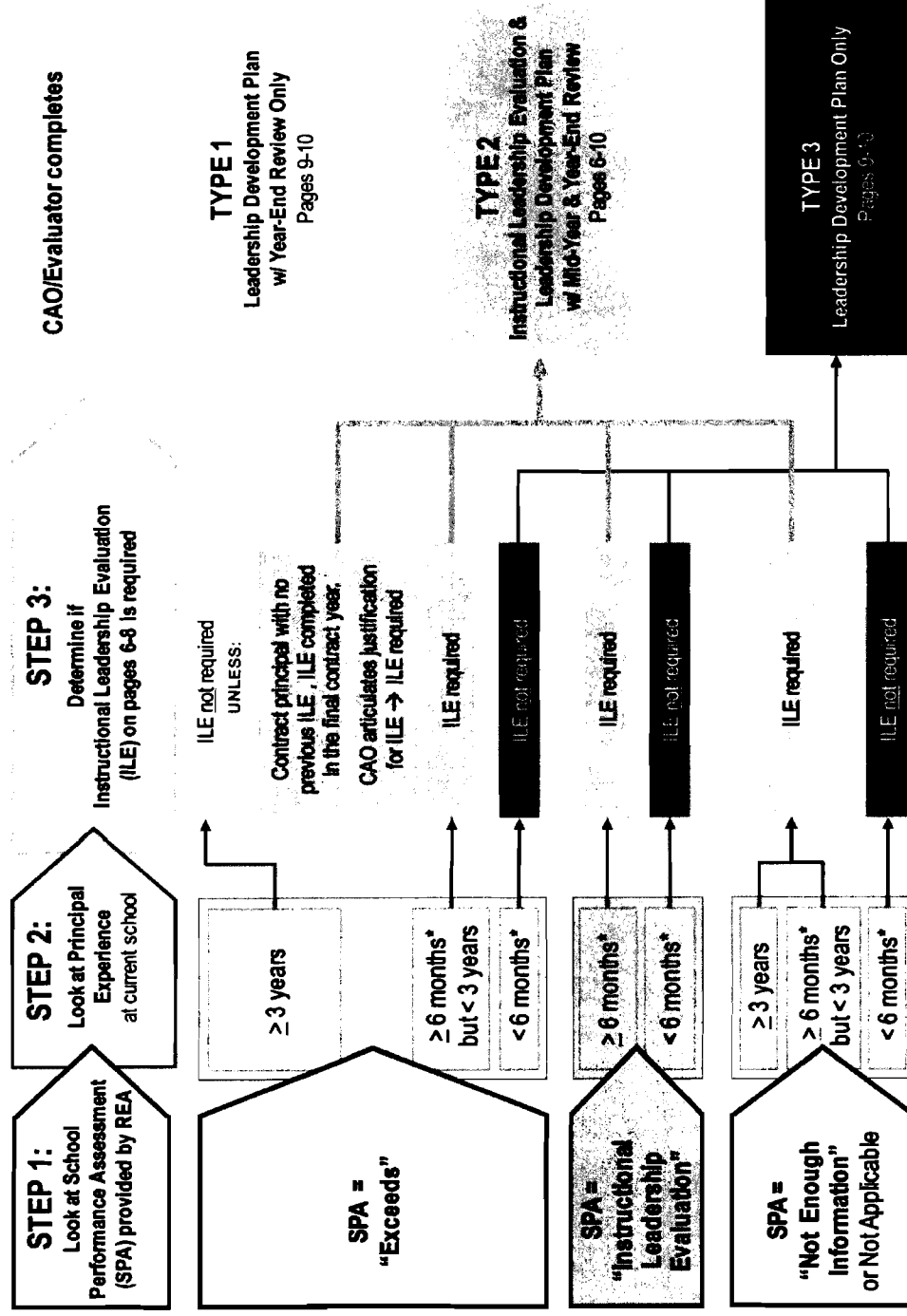
Step 3 – Interview Assessment. Upon successful completion of Steps 1 and 2, the next step is a series of three (3) one hour interviews.

- The Case Study Interview measures the candidate's ability to understand and interpret school data and develop school improvement strategies. Candidates review a series of hypothetical school data and then discuss their observations and approach to school improvement.
- The Instructional Observation Interview assesses the candidate's ability to observe and evaluate classroom instruction and provide appropriate development feedback to teachers. Candidates view a short video of a teacher instructing a classroom, perform a role play exercise to explore their ability to provide feedback to a teacher, and discuss the pre- and post observation process
- The Behavioral Interview is a structured interview used to gather verifiable, concrete evidence about how the candidate has responded to school leadership situations in the past. The interview asks questions about key skill areas that are critical to success in the principal role.

Step 4 – Detailed Background Assessment A detailed background assessment is conducted, including: Formal Reference Calls; Criminal Background Check; and, Credential Check. The OSI staff will also make a Site Visit the candidate's current school as a part of the final evaluation.

Individuals who successfully navigate this process will be placed in a Principal Eligibility Pool and will be considered for school Principal assignments. When a school opening occurs, the available candidates will then complete an interview process at the school level involving key school staff and representatives from the Lead Partner. That process will be defined in a collaborative agreement between the Lead Partner, and the Office of School Improvement. Key community stakeholders in a group will also meet finalists and can make a recommendation to remove a candidate from consideration prior to placement

Principal Performance Evaluation Process



Principal Performance Rating Criteria

Level	Description of Performance
Exceeds (4)	- Principal has both a wide and deep knowledge base regarding the research and best practices for this performance indicator. - Principal's professional practice of this performance indicator could serve as a model to other principals. - Principal's leadership in this performance indicator has had a direct, positive and lasting impact on student learning and school improvement. Can point to several concrete examples of each. - Principal has built leadership capacity in others so they can demonstrate this performance indicator at proficient or higher levels.
Meets (3)	- Principal has a sound knowledge base regarding the research and best practices for this performance indicator. - Principal's professional practice of this indicator is strategic. - Principal has significant experience in demonstrating this indicator and can discuss positive and concrete results in terms of student achievement, teacher growth, and school culture. - Principal is inclusive regarding decision-making and problem solving in this area. - Principal has developed leadership capacity in others for this performance indicator.
Needs Improvement (2)	- Principal needs to extend knowledge base for this performance indicator. - Principal has limited skills in this area. - Principal could approach this area more strategically. - Principal has limited practice in actually implementing this performance indicator. Limited positive and concrete results in terms of student achievement, teacher growth, and school culture. - Principal rarely includes others in decision-making and problem solving in this area. - Principal occasionally develops leadership capacity in others for this performance indicator.
Does Not Meet (1)	- Principal has a very limited knowledge base for this performance indicator. - Principal does not have skills in this area. - Principal does not approach this area strategically. - Principal has not implemented this performance indicator. Stagnant or negative results in terms of student achievement, teacher growth, and school culture. - Principal does not include others in decision-making and problem solving in this area. - Principal has not developed leadership capacity in others for this performance indicator.

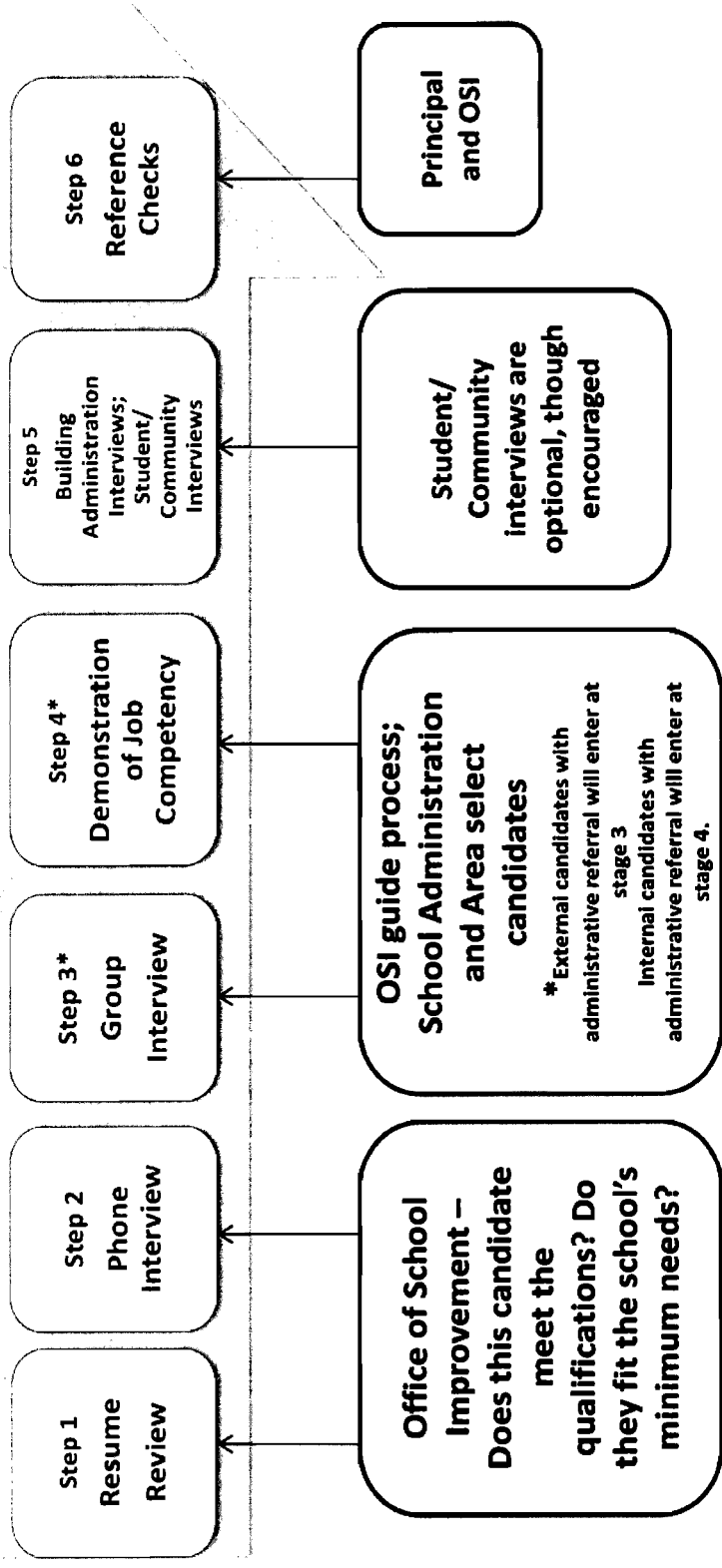
CPS Principal Competencies and Success Factors

CPS Principal Competencies and Success Factors		
CPS PRINCIPAL COMPETENCIES		
	"WHAT" (5 Most Critical Activities*)	"HOW" (Success Factors*)
Develop and articulate belief system through voice and actions		
Engage and develop faculty		
Assess the quality of classroom instruction		
Facilitate / motivate change		
Balance management		
* "Success Factors" created through analysis of Principal survey responses re: the most critical knowledge, skills, abilities and other characteristics in the Principal role		
		

Appendix II.A.3

OSI Human Capital Hiring Process Steps

OSI Human Capital Hiring Strategy



Interview Stages

- **Group Interview** - These 15-20 individuals have successfully navigated a phone and resume screen, and are invited to interview, participating in the following:
 - Group Activity—small groups of participants work together to prepare and present information
 - Group Discussion—candidates meet together and critically discuss a provided article selection
 - Personal Interview – candidates will meet briefly one on one with a member of the selection teamKey personnel from the Office of Transformation Support and the school will observe individuals during the group interview process and score each candidate from a standard rubric.
- **Job Skill Demonstration** - If candidates have received appropriate scores from the group interview process, they are invited to allow members of the selection team to observe their class/skills in action by participating in a demonstration of their skills related to the position for which they are applying in the school setting. For example, perspective teachers would present a sample lesson in a general class.
- **Student/Parent and Principal Interviews** - Candidates who successfully complete a job skill demonstration are given a tour of the school the interviewed by students, parents and community stakeholders. The building administrator or their designee will also be involved in the process at this step during an individual candidate interview. Scoring is collected by the OSI Human Capital team, added to the candidate's recruiting file and revisited during the candidate's final determination of candidacy.
- **Reference Checks** - Final step prior to candidates being offered positions. At this stage, the cumulative scores and observations are revisited to determine the candidate's final candidacy. The Office of School Improvement's Human Capital unit conducts initial resume and phone screenings, coordinates Leadership Team interviews, reference checks and other staffing-related communications.

Appendix II.A.5

Principal Incentive Plan

February 23, 2011

**CHIEF EXECUTIVE OFFICER'S REPORT OF INCENTIVE COMPENSATION PLAN
FOR PRINCIPALS ASSIGNED TO CERTAIN SCHOOLS DESIGNATED
AS TURNAROUND OR TRANSFORMATION SCHOOLS**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING ACTION:

Pursuant to the authority delegated to the Chief Executive Officer under Board Rule 4-1 (a)(3), the Chief Executive Officer has established an incentive compensation plan for principals assigned to certain schools that have been designated as "turnaround" or "transformation" schools ("the Incentive Plan"). A copy of the Incentive Compensation Plan for Principals Assigned to Turnaround or Transformation Schools is attached hereto and presented for filing.

Approved for Consideration:



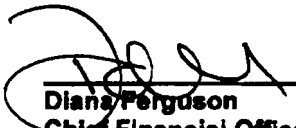
Donald Fraynd
Acting Officer

Approved:



Terry Mazany
Chief Executive Officer

Within Appropriation:



Diana Ferguson
Chief Financial Officer

Approved as to legal form:



Patrick J. Rocks
General Counsel

CHICAGO PUBLIC SCHOOLS

2010-11 INCENTIVE COMPENSATION PLAN

FOR PRINCIPALS ASSIGNED TO TURNAROUND OR TRANSFORMATION SCHOOLS

DESCRIPTION:

To help improve some of the most struggling schools in Chicago Public Schools (CPS), the Board has designated some schools as "turnaround" with a sub-set of these schools being managed by the CPS Office of School Improvement (OSI). Informed by the Five Essential Supports identified by the Consortium on Chicago School Research, the CPS Turnaround comprehensive school reform model systematically overhauls the school, providing resources, supports, coaching, technical assistance and leadership development in the areas of: 1) human capital, 2) school stabilization, 3) family and community involvement, 4) culture and climate, 5) community resource development, and 6) teaching and learning. The CPS Turnaround Model is phased in over a period of years to ensure lasting change. Additionally, other schools have been identified as "transformation." After an in-depth needs analysis, transformation schools receive customized support packages that use select components of the CPS Turnaround Model tailored to the needs of particular transformation schools. The schools continue to report to their designated Area with OSI acting as an internal lead partner for the transformation effort.

The federal government has prioritized the "turnaround" and "transformation" of the nation's lowest performing schools by making funds available through the School Improvement Grant (SIG) program. These funds are allocated to school districts by states through a competitive process. Grant applications are submitted and rated against rubrics with specific requirements for success. One of the areas required for success in the application process is the creation of principal compensation plans designed to incent talented leaders to take on the most challenging leadership positions in the district. Districts earn points in the application process for creating incentive plans and are then allowed and encouraged to use grant monies to pay for such incentive plans. This Incentive Plan is designed to attract and retain talented principals in turnaround and transformation schools.

A variety of measures are undertaken at certain "turnaround" and "transformation" schools under the direction of the CPS Office of School Improvement to help dramatically improve the academic performance of the school's students. In order to support that effort, the Chief Executive Officer has established the Incentive Plan for school principals at those "turnaround" and "transformation" schools. The Incentive Plan provides for an assignment bonus payable to the principal, regular compensation payable as salary on a bi-weekly basis, a retention bonus, and a performance bonus payable after the end of each regular school year after certain performance measures and data have been examined and analyzed by the School Improvement Officer and designated Chief Area Officer where applicable, under direction from the Chief Executive Officer.

Principals subject to Incentive Plan The Incentive Plan established applies to the following principals of schools designated as "turnaround" and managed by the CPS Office of School Improvement:

<u>Principal</u>	<u>Title</u>	<u>Assigned School</u>
Cherie Novak	Interim Principal	Fulton Elementary School
Lynn McGinnis-Garner	Interim Principal	Langford Elementary School
Elizabeth Dozier	Interim Principal	Fenger High School
Leonetta Sanders	Interim Principal	Harper High School
Kenyatta Stansberry	Interim Principal	Marshall High School

Duration of Incentive Plan The Incentive Plan shall be effective for the 2010-11, 2011-12 and 2012-13 school years and may be renewed in subsequent school years by the CEO. The CEO may amend the Incentive Plan as s/he deems necessary. Payment of the performance bonus is subject to the review and approval of the Chief Education Officer.

Terms of Incentive Plan. The Incentive Plan includes an assignment bonus, a base salary and benefits, retention incentive bonus, and an annual performance bonus as follows.

- 1) **Eligibility Requirements.** Principals named in this Board Report are eligible for the bonuses described herein provided that, at the time the bonus is payable, the principal has met all of the criteria for the bonuses as set forth in this document and provided that the principal is in "good standing." For purposes of this plan, "in good standing" means that the principal has not been the subject of a substantiated investigation and has not been disciplined in any way. If the principal is the subject of any investigation, disciplinary proceeding or other matter adversely reflecting on his/her performance or personal or professional conduct, no bonus shall be paid to the principal under the principal's eligibility is determined.
- 2) **Base Salary and Benefits:** The Board shall pay a base salary to the principal in accordance with the Administrative Compensation Plan, or any successor plan applicable to principals. The principal shall also be eligible to participate in all benefits for which full-time, regularly appointed certificated employees are eligible.
- 3) **Assignment Bonus:** *In order to effectively attract talented school leaders to these challenging assignments,* the Board shall pay eligible principals an assignment bonus of ten thousand dollars (\$10,000.00) at the end of the school year in which they are assigned to a "turnaround" or "transformation" principal position. This is intended to be a one-time only bonus per principal per school. Additionally, principals who move from one "turnaround" or "transformation" principal position to another are only eligible for one assignment bonus within any twenty-four calendar-month (two year) period. The assignment bonus shall not be considered part of the principal's full salary rate and shall not be subject to pension contributions. Payment of this assignment bonus shall be subject to all other standard withholdings and deductions. Payments will be made as soon as administratively possible following the last day of student attendance.
- 4) **Retention Bonus:** *In order to effectively retain Principals for consecutive years within the same school,* the Board shall pay principals a "retention" bonus upon his/her successful completion of each three-year period within one school. However, the maximum retention bonuses that a principal may achieve within one school are two (i.e., after the third and sixth consecutive years). Principals are eligible for no more than two retention bonuses at the same school. After that, although a principal may continue to lead in that school, s/he will no longer be eligible for continued retention bonuses.

To be eligible for the retention bonus, the principal must not have a "needs improvement" or "unsatisfactory" performance review and must commit to return to his/her assigned "turnaround" or "transformation" school for at least one more school year. The CEO may grant an exemption of the requirement to commit to return to the school for the additional school year, if a principal meets the performance criteria and has submitted a notice of his/her intent to retire. The amount of the retention bonus shall be \$15,000. The retention bonus shall not be considered part of the principal's full salary rate and shall not be subject to pension contributions. Payment of this retention bonus shall be subject to all other standard withholdings and deductions. Payments are expected as soon as administratively possible within the next fiscal year following the satisfactory completion of the eligibility requirements.

- 5) **Annual Performance Bonus:** The Board shall pay principals an annual performance bonus based on whether and to what extent their assigned school meets certain performance measures. Said measures reinforce the whole school strategies articulated in the Five Essential Supports as follows:

ELEMENTARY PRINCIPAL PERFORMANCE MEASURES

Performance Measure Descriptions

- 1) **Annual Performance Evaluation:** Principal is rated as meeting or exceeding the standards for all principals set forth in the Chief Executive Officer's annual principal evaluation conducted by the School Improvement Officer (turnaround) or Chief Area Officer (transformation).
- 2) **ISAT Composite Rate of Meet/Exceed State Standards:** Meet the aggressive annual ISAT student performance goal (% meet/exceed), showing a dramatic improvement in the percentage of students who meet/exceed state standards over the previous year, which goal shall be established in annual goal setting done in connection with the annual principals evaluation.
- 3) **Annual ISAT Reading Rate:** Meet the aggressive annual ISAT student performance goal (% meet/exceed), showing a dramatic improvement in the percentage of students who meet/exceed state standards over the previous year, which goal shall be established in annual goal setting done in connection with the annual principals evaluation.
- 4) **Annual ISAT Math Rate:** Meet the aggressive annual ISAT student performance goal (% meet/exceed), showing a dramatic improvement in the percentage of students who meet/exceed state standards over the previous year, which goal shall be established in annual goal setting done in connection with the annual principals evaluation.
- 5) **Algebra Initiative:** School offers an 8th grade algebra course and meets goal of number of students who pass algebra course, which goal shall be established in annual goal setting done in connection with annual principal's evaluation.
- 6) **Climate & Culture:** There is at least a 30% reduction in the number of Group 4-6 student acts of misconduct at the assigned school compared to the prior year's rate.
- 7) **Student Attendance Rate:** The school achieves a 95% or higher attendance rate at the assigned school.

HIGH SCHOOL PRINCIPAL PERFORMANCE MEASURES

Performance Measure Descriptions

- 1) **Annual Performance Evaluation:** Principal is rated as meeting or exceeding the standards for all principals in the Chief Executive Officer's annual principal evaluation conducted by the School Improvement Officer (turnaround) or Chief Area Officer (transformation).
- 2) **One Year Dropout Rate:** The school reduces the one year dropout rate to 5%, or there is at least a five percentage point (5%) decrease in one year drop out rate at the assigned school compared to the prior year's rate.
- 3) **Freshmen On-Track Rate:** The school increases the Freshmen On-Track rate to 95%, or there is at least a five percentage point (5%) increase in Freshmen On-Track rate at the assigned school compared to the prior year's rate.

- 4) **% of Graduating Students Enrolled in College:** The school increases the % of Graduating Students Enrolled in College to 90%, or there is at least a five percentage point (5%) increase in % of Graduating Students Enrolled in College at the assigned school compared to the prior year's rate.
- 5) **PSAE Composite Rate of Meet/Exceed State Standards:** Meet the aggressive annual PSAE student performance goal (% meet/exceed) showing a dramatic improvement in the percentage of students who meet/exceed state standards over the previous year, which goal shall be established in annual goal setting done in connection with the annual principals evaluation.
- 6) **EPAS Expected Gains Rate in Reading:** Meet the aggressive annual EPAS student performance goal (% meeting Expected Gains), showing a dramatic improvement in the percentage of students who meet expected gains as a cohort group, which goal shall be established in annual goal setting done in connection with the annual principal's evaluation.
- 7) **EPAS Composite Expected Gains Rate:** Meet the aggressive annual EPAS student performance goal (% meeting Expected Gains), showing a dramatic improvement in the percentage of students who meet expected gains as a cohort group, which goal shall be established in annual goal setting done in connection with the annual principal's evaluation.
- 8) **Climate & Culture:** There is at least a 20% reduction in the number of Group 4-6 student acts of misconduct at the assigned school compared to the prior year's rate.
- 9) **Student Attendance Rate:** The school achieves a student attendance rate of 90%, or there is at least a five percentage point (5%) growth in student attendance at the assigned school compared to the prior year's rate.

PERFORMANCE BONUS AMOUNT

The maximum performance bonus a principal is eligible to receive under the incentive plan is determined by a bonus threshold – calculated by using the school's 20th day student membership for the school year in question. The annual performance bonus available cannot be less than \$5,000 nor exceed \$12,000 regardless of the number of students in the attendance center.

The maximum eligible performance bonus amount should be calculated according to the following table:

20 th Day Membership for Bonus Year	Max Performance Bonus Amount
0-300	\$5,000
301-500	\$8,000
501-800	\$10,000
801-Over	\$12,000

Within the maximum threshold amount determined by student enrollment, the actual bonus amount payable shall be determined based upon the number of performance measures met as follows:

FOR ELEMENTARY SCHOOL PRINCIPALS:

Performance Measure	Bonus Amount Eligibility
1 and 2 met	100% of Maximum Bonus Amount
1, 3, 4 met	80% of Maximum Bonus Amount
1 met and either 3 or 4 met	50% of Maximum Bonus Amount
1 & 5,6, or 7 met	20% of Maximum Bonus Amount
1 met (2, 3, 4, 5, 6 and/or 7 not met)	No Bonus
1 not met (but 2, 3, 4, 5, 6 and/or 7 are met)	No Bonus

FOR HIGH SCHOOL PRINCIPALS:

Performance Measure	Bonus Amount Eligibility
1, 7 and six others met	100% of Maximum Bonus Amount
1, 7 and five others met	80% of Maximum Bonus Amount
1, 7 and four others met	50% of Maximum Bonus Amount
1 and six others met	20% of Maximum Bonus Amount
any other combinations	No Bonus

- a) The performance bonus shall not be considered part of the principal's full salary rate and shall not be subject to pension contributions. Payment of this performance bonus shall be subject to all other standard withholdings and deductions.
- b) After the evaluation of the Performance Measures for the eligible school year, the supervising School Improvement Officer or Chief Area Officer shall notify principals in writing of whether they are eligible to receive a performance bonus and the bonus amount.

Timing of Payments: All payments will be processed as soon as administratively possible following the successful completion of the eligibility requirements. The employee must be employed and in good standing at CPS to receive payment. Upon the School Improvement Officer's determination that a principal is eligible for an incentive bonus, a recommendation is made to the Chief Executive Officer that the principal shall receive payment of the bonus in a lump sum amount less any standard withholdings and deductions. The bonus payment amount shall not be considered part of the principal's full salary rate and shall not be subject to pension contributions.

Proration Conditions: The CEO shall prorate performance and retention bonuses as follows:

- a) Performance Bonuses shall be prorated only if a principal has been assigned to the school for a period of more than five months during the school calendar. The proration shall be based on the percentage of full school months assigned at the school (generated by full school months assigned/10 months) times the bonus amount.
- b) Retention bonuses shall be prorated only if the principal began his/her first year of assignment to the school for which he/she is eligible for the bonus after the first day of teacher attendance. In that case, the proration shall be based on the percentage of full school months assigned at the school (generated by full school months assigned/10 months) multiplied by the bonus amount.

Summary:

Bonus Type	Eligibility	Pro Rate?	Timing
Assignment (One time \$10,000 bonus)	One time \$10,000 non-pensionable bonus (Limited to one bonus every 24 months) Signed commitment to remain additional school year Remain CPS principal at "turnaround" or "transformation" school	No	Payable at the end of a completed full school year
Retention (Available every 3 years for \$15,000)	Every 3 years, eligible for \$15,000 non-pensionable bonus Successful completion of three (3) years at same school (Limited to two bonuses at the same school) Remain CPS employee	Yes	Payable at the end of three full school years at same "turnaround" or "transformation" school
Annual Performance (If criteria met, eligible for \$5,000 to \$12,000 based on 20 th day student membership)	Performance measure fulfillment Remain CPS employee Between \$5,000 to \$12,000	Yes – if joined school at least 2 months before state testing If joined with less than 2 months before state testing, no pro rate for that school year	Payable when all data is received by the District to determine performance completion

Appendix II.A.11

Partner Evaluation Process

Template MOU

Partner (Lead & Supporting) Evaluation Process

The Office of School Improvement (OSI) Portfolio Team, working with the OSI Innovation and Productization team, will determine any partners that are available for contracting by the Office of School Turnaround and Office of Transformation Support OSI leverages a process created by the CPS Office of New Schools (ONS) to vet partners. The process is designed to be open, transparent and rigorous to identify quality Partners who are qualified to support the Turnaround or Transformation of a school within Chicago's high need communities.

Potential partner organizations participate in a multi-step process that includes a written submission, comprehensive panel interview and community outreach and engagement activities (as appropriate). As part of the review process, OSI also reserves the right to conduct a school visit to any schools in which the potential supporting partner currently operates.



Written Submission – The written submission will be customized based on the services that the Partner will provide to the school community. A comprehensive application would include:

- **Executive Summary**
- **Education Plan.** The Education Plan should outline the proposed school's educational philosophy, instructional methods, assessment plan, and professional development strategy, including:
 - *Curriculum and Instruction.* Including: Curriculum Map and Summary, Track Record of Proposed Curriculum, Curriculum Development Plan, Assessing Student Needs, Remediation, Accelerated Learning, Instructional Strategies
 - *School Culture and Climate.* Including: Description of Culture, College Readiness, Social and Emotional Needs, Parent Involvement, School Calendar/Schedule, Policies

- *Assessments and School-wide Data.* Including: Educational Goals and Metrics, Student Assessment Plan, Data-Driven Programs and Instruction, Operational Goals and Metrics
- *Professional Development Program.* Including: Professional Development, Teacher Induction, PD Calendar, Program Evaluation
- *Professional Culture.* Including: Professional Culture, Evaluation
- *Student Recruitment Strategy*
- *Serving Specialized Populations*
- **Community Engagement Strategy**
- **Leadership.** Including: Team Capacity, School Governance and Oversight, Leadership, Staffing Plans, Leadership Team beyond the Principal
- **Operations.** Including: Finances

Completeness Check – OSI will conduct a completeness check to ensure that each application includes all required questions, attachments, and forms.

Review Process – All proposals will be reviewed by a team of individuals, external partner organizations and additional local and national experts, as needed. The review team will utilize a rubric with criteria based on research based best practices for achieving dramatic school improvement. The rubric will be made available to applicants. Where needed, the review team may request additional information to ensure compliance with state or CPS requirements or sections that require further clarification.

Comprehensive Evaluation Team (CET) Interviews – The interviews will be conducted by the review team. The potential Partner is asked to invite a team to the interview who will be able to collectively speak to every aspect of the proposed services. The interview will be structured to allow a 5 minute opening statement by the partner which will be followed by a question and answer sessions based on concerns, clarifications, and follow-ups noted during the review of the written application.

Community Forums – As appropriate, applicants who meet all of the selection criteria may be asked to present to the school community. The presentation will include an overview of the proposed support and will be followed by questions from the audience. Community members will be provided with comment sheets to collect input. These comments will be considered during the review process. .

Recommendations - The interview panelists will be asked to make recommendations to OSI leadership supported by the strengths and challenges of the application based on both the written submission and the interview. Feedback from the community will be included in the decision making process.

SCHOOL LEAD PARTNER MEMORANDUM OF UNDERSTANDING**by and between****THE CHICAGO PUBLIC SCHOOLS BOARD OF EDUCATION****and****<LEAD PARTNER>**

THIS SCHOOL MANAGEMENT CONSULTING AGREEMENT (this "Agreement") dated this 1st day of July 2010, is entered into by and between the Chicago Public School's Office of School Improvement (BOARD) and the Chicago Public School's Office of School Turnaround ("<PARTNER>").

RECITALS

WHEREAS, pursuant to the Illinois School Code, 105 ILCS 5/34-1, *et seq.*, (the "School Code") the Board has been created as a body politic and corporate having as its primary purpose the transmission of knowledge and culture through which children learn in areas necessary to their continuing development; and

WHEREAS, the Board formerly formed and authorized the Office of School Improvement to manage all internal and external <PARTNER>s working in the four federal reform models of closure, restart, transformation, and turnaround.

WHEREAS, the Board approved the reconstitution of <SCHOOL> High School, which shall now be termed a "turnaround" school and authorized BOARD entering into an agreement with <PARTNER> to provide school management consulting and other professional services to <SCHOOL> High School, and to assign <SCHOOL> High School to Area 29 - "Turnaround".

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which is hereby acknowledged, BOARD and <PARTNER> hereby agree as follows:

1. Recitals Incorporated by Reference. The recitals to this Agreement are incorporated herein by reference and made a part hereof.

2. Term of Agreement. The term of this Agreement shall commence July 1, XXX and end June 30, XXX, unless terminated or extended pursuant to the terms of the Agreement.

3. Covenants and Warranties of <PARTNER>. <PARTNER> covenants and warrants that all of the following are true and correct as of the effective date hereof and will continue to be true and correct during the term of this Agreement:

(a) Licensed Professionals. All professionals providing the Services shall be licensed, as and if required, to practice by the State of Illinois.

(b) Non-Discrimination. <PARTNER> shall comply with all federal, State of Illinois, and local non-discrimination laws, rules, regulations, and ordinances including, but not limited to, the Civil Rights Act of 1964, 42 U.S.C. § 2000 *et seq.* (1989), and all regulations promulgated thereto; the Age Discrimination in Employment Act, 29 U.S.C.A. § 621 *et seq.*; Section 504 of the Rehabilitation Act, 29 U.S.C.A. § 701 *et seq.*; the Americans with Disabilities Act, 42 U.S.C.A. § 12101 *et seq.*; the Individuals with

Disabilities Education Act, 20 U.S.C.A. § 1400 *et seq.*; the Illinois Human Rights Act, 775 ILCS 5/1-10; the Illinois School Code, 105 ILCS 5/1-1 *et seq.*; the Illinois Public Works Employment Discrimination Act, 775 ILCS 10/0.01 *et seq.*; and the Chicago Human Rights Ordinance, MCC ch. 2-160.

It shall be an unlawful employment practice for <PARTNER> or its subcontractors to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to compensation, or other terms, conditions, or privileges of employment, because of such individual's race, color, ancestry, religion, sex, sexual orientation, age, disability, marital status, parental status, military discharge status, or national origin; or to limit, segregate, or classify employees or applicants for employment from equal employment opportunities or otherwise adversely affect an individual's status as an employee because of such individual's race, color, ancestry, religion, sex, sexual orientation, age, disability, marital status, parental status, military discharge status, or national origin.

- (c) Drug-Free Work Place. <PARTNER> shall establish procedures and policies to promote a "Drug-Free Workplace." <PARTNER> shall notify all employees of its policy to maintain a "Drug-Free Workplace" and the penalties that may be imposed for drug abuse violations occurring in the workplace. Further, if any of <PARTNER>'s employees providing Services pursuant to this Agreement are convicted of a criminal drug offense in the workplace, then <PARTNER> shall notify the Board not later than 10 days after <PARTNER> becomes aware of such conviction.
- (d) Compliance with Laws. <PARTNER> is and will remain in compliance with all applicable local, State of Illinois, and federal laws, ordinances, regulations and statutes relating to this Agreement and to the performance of Services including but not limited to the Prevailing Wage Act, Drug-Free Workplace Act, Protection of Pupil Rights Amendment, the Illinois School Student Records Act, the Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment, and laws relating to non-discrimination and criminal background investigations. Further, <PARTNER> is and shall remain in compliance with all applicable Board rules and policies.
- (e) Gratuities. No payment, gratuity, or offer of employment was made by or to <PARTNER> or by or to any subcontractors to the best of <PARTNER>'s knowledge in relation to this Agreement or as an inducement for award of this Agreement. <PARTNER> is, and will remain, in compliance with all applicable anti-kickback laws and regulations.
- (f) Good Standing. <PARTNER>, and each of its subcontractors if any, are not in default and have not been deemed by the Chief Purchasing Officer of the Board to be in default under any other agreement with the Board during the five-year period immediately preceding the effective date.
- (k) Authorization. <PARTNER> has taken all action necessary for the approval and execution of this Agreement, and execution by the person signing on behalf of <PARTNER> is duly authorized by <PARTNER> and has been made with complete and full authority to commit <PARTNER> to all terms and conditions of this Agreement which will constitute valid, binding obligations of <PARTNER>.

4. Scope of Services/Deliverables. BOARD and <PARTNER> hereby agree that <PARTNER> will provide school management consulting and professional development services to <SCHOOL> High School as set forth in Exhibit 1 (the "Scope of Services/Deliverables") hereto, all pursuant to and in accordance with the terms and conditions of this Agreement. BOARD may, from time to time, request changes in the Services. Any such changes, including any increase or decrease in <PARTNER>'s scope as set forth in this Agreement, shall be documented by a written amendment to this Agreement.

5. Funding and Compensation.

- a) General Funding. The Board shall provide <SCHOOL> with operational resources that are at least equal to the average operational funding for equivalent grade-level schools within the district, on a per-pupil basis.
- b) Categorical Funding. The Board shall provide the school its proportionate share of state and federal categorical funds.
- c) School Improvement Grant Funding. The Board shall provide <SCHOOL> with SIG funding at such time and in such amount described in Board's SIG application as approved by the Illinois State Board of Education (ISBE). The Board shall also provide SIG funding to <PARTNER> at such time and in such amount described in Board's SIG application approved
- d) Recalculation of Funding Formulas. The Board reserves the right to recalculate the per-pupil funding amounts twice annually, at the opening of school and in January of each school year, based upon current enrollment figures to ensure that <SCHOOL> is retaining students adequately.
- e) Budget Autonomy. <PARTNER> shall have the right to develop and implement its own school budget and expenditure plan, in accordance with all applicable guidelines. <PARTNER>'s operating budget for <SCHOOL> shall not be subject to Board approval.
- f) Fundraising. <SCHOOL> shall have the right to be included in any Board grant application in a comparable manner as other schools in the District, and <PARTNER> may use said funds in any manner consistent with the terms of any awarded grants. Any such monies received by <PARTNER> shall not reduce the fees due under this Agreement.
- g) Supplemental Fundraising. <PARTNER> shall have the right to conduct its own independent fundraising to support programmatic improvements at <SCHOOL> and is free to spend any additional monies at its own discretion. However, the Board is entitled to transparency and may request full and complete disclosure of additional fund use.
- h) Services Purchased from District. <PARTNER> shall be entitled to utilize District services including but not limited to: professional development, information technology, and facilities and maintenance in exchange for additional fees payable to the Board from <PARTNER>. <PARTNER> shall not be obligated to purchase any goods or services from the District unless mutually agreed to in writing by both Parties. Article V of this Agreement provides further detail regarding service-purchasing responsibilities.
- i) Funding for Additional Programs. <PARTNER> shall not be obligated by the Board to provide any mandatory supplemental programs (e.g., summer school) for which it has not received funding.

6. School Status. The Board will serve as the contracting agency for this agreement, which shall be subject to the federal School Improvement Grant (SIG) program as detailed in the U.S. Department of Education's final requirements published on January 28, 2010. The Board, through its oversight organization the Chicago Public School's Office of School Improvement, shall have oversight authority as outlined herein. <PARTNER> further acknowledges the Board's right to amend this policy, including modification of the criteria a school must meet before it will be deemed to have successfully completed the reconstitution process. In conjunction with its probationary status, the school will receive administrative support through the CPS Office of School Improvement (BOARD). Any disputes between <PARTNER> and BOARD regarding such administrative support shall be resolved by the Chief Executive Officer.

7. Academic Accountability and Evaluations. <PARTNER> is and shall remain in compliance with, and <SCHOOL> High School shall be subject to the academic accountability standards and evaluations established by, all applicable Board policies and rules, including without limitation the Board's School Performance, Remediation and Probation Policy, as amended (Section 302.6). <PARTNER> agree to developed metrics and methods established by the Board through the Office of School Improvement, which shall measure the success of the initiative according to:

- a) Agreed-Upon Interventions. Are <PARTNER> and the Board implementing the agreed-upon interventions at <SCHOOL> and collaborating in good faith?
- b) Implementation Goals and Timeline. <PARTNER> shall create a timeline addressing implementation milestones pertaining the SIG intervention model and developed School Improvement Plan.
- c) Implementation Support and Remedies. If over 25% of implementation goals have not been accomplished at the end of the first school year, the Board and <PARTNER> representatives shall meet in person to determine what additional supports can be provided to assure all programmatic elements are properly in place by the beginning of the following school year.
- d) Student Academic Achievement. Is student academic achievement improving at <SCHOOL> in progress toward set student achievement targets as outlined in this agreement.

8. Performance Outputs and Outcomes

- a) Shared Access to Data. <PARTNER> and the Board agree that, given the level of mutual accountability, both Parties must have the ability to view student-level data. Parties shall identify key responsibilities in the data management process and create an implementation plan for collection and analysis, which shall serve as a timeline that aligns with subsequent performance benchmarks.
- a) Leading Indicators of Performance. As outlined in the SIG grant application, the Board has identified performance benchmarks for year 1, year 2, and year 3 of the SIG grant period based on nine leading indicators. Comprehensive audits of school student performance shall be conducted on a quarterly bases by the Board (Office of School Improvement).
- b) Lagging Indicators of Performance. As outlined in the SIG grant application, the Board has identified <SCHOOL>'s "specific, measurable, attainable, realistic and timely (SMART)" performance benchmarks relevant to student achievement on the PASE in both reading/language arts and mathematics. These benchmarks shall reflect those detailed in Board's SIG application, and are as follows:
- c) School Climate Survey. In addition to collecting data aligned with the leading indicators, <PARTNER> and the Board (Office of School Improvement) shall jointly design an annual survey of staff, students, and community members to gauge community support

for the partnership initiative over time.

- d) Qualitative Check-In (Walk-Through). The Board shall have the right to conduct its own formal site visits of <SCHOOL> on a quarterly basis. <PARTNER> shall be entitled to timely feedback regarding the visit. If any concerns are elicited, <PARTNER> shall be notified in writing within one month of the visit date. The Board reserves the right to conduct informal, non-evaluative site visits of <SCHOOL> at its discretion without notice to <PARTNER>.
- e) Supports and Interventions. In the event that performance deviates substantially from mutually established benchmarks, the Board, (Office of School Improvement) and <PARTNER> representatives shall meet in person to determine what additional supports can be provided. A series of weekly project management meetings will be held between the Board (Office of School Improvement), School Leadership Team, and <PARTNER> throughout the term of this contract. Risks will be managed following a standard protocol.

9. Student Assignment. <SCHOOL> High School has been designated by the Board as an attendance area school and shall not exercise selective testing or erects other barriers to admission. All student assignment practices at the school shall comply with Board policy and shall support the Board's goal to increase educational options available to Chicago students and families.

10. Confidential Information, Research Activities and Data Requests, Dissemination of Information, Ownership, Survival. In performance of Services to the Board, <PARTNER> may have access to or receive certain information that is not generally known to others ("Confidential Information"). Examples of such Confidential Information include, but are not limited to: (i) information obtained through interviews, surveys and other data collection activities conducted or directed by <PARTNER> under this Agreement; (ii) the names and identities of CPS students; (iii) information regarding Board employees, administrative staff, and independent contractors; and (iv) information regarding Board business plans, organizational plans and activities. <PARTNER> agrees to: (i) protect the Confidential Information in a reasonable and appropriate manner; (ii) use Confidential Information only to perform its obligations under this Agreement; and (iii) reproduce Confidential Information only as required to perform its obligations under this Agreement. <PARTNER> agrees not to use or disclose the Board's Confidential Information or any records, reports, or documents prepared or generated as a result of this Agreement to third parties without the prior written consent of the Board or its designee. It is understood and agreed that subject to the provisions of Paragraph 4(f) herein, (Compliance with Laws), the provisions of this Section shall not apply to information which is (i) at the time of disclosure in the public domain through no act or omission of <PARTNER>; (ii) as shown by written records already known by <PARTNER>; (iii) revealed to <PARTNER> by a third party who <PARTNER> had no reason to believe had any confidentiality or fiduciary obligation to the Board with respect to such information; (iv) independently discovered or developed by <PARTNER>; or (v) required to be disclosed by law. <PARTNER> agrees to cause its personnel, staff and subcontractors, if any, to undertake the same obligations of confidentiality agreed to by <PARTNER> under this Agreement.

- (a) Dissemination of Information. <PARTNER> agrees that as an internal <PARTNER> they will fully comply with all CPS policies and regulations regarding the dissemination of information.
- (b) Research Activities and Data Requests. <PARTNER> agrees that as an internal <PARTNER> they will fully comply with all CPS policies and regulations regarding research activities and data requests.

- (c) Ownership. All intellectual property, Work Product, and any and all other records, reports, documents and materials prepared or generated as a result of this Agreement, shall at all times be and remain the property of the Board. All of the foregoing items shall be delivered to the Board upon demand at any time and in any event, shall be promptly delivered to the Board upon expiration or termination of the Agreement. In the event any of the above items are lost or damaged while in <PARTNER>'s possession, such items shall be restored or replaced at <PARTNER>'s expense. <PARTNER> grants the Board a non-exclusive, non-sub licensable, non-transferable license for the Board to use such pre-existing proprietary rights to the extent necessary to utilize the Work Product and Deliverables to be produced by <PARTNER> under this Agreement.
- (d) Turnover of Documents and Records. Upon demand of BOARD or upon termination of this Agreement for any reason or the expiration of this Agreement by its terms, <PARTNER> shall turn over to BOARD within thirty (30) days of demand, all materials, supplies, equipment owned or purchased by the Board, all Work Product, all completed or partially completed work, analyses, data, computer discs, documents and any other information relating in any way to this Agreement or the performance or furnishing of Services, except that <PARTNER> may keep a copy of its Work Product for its own records.
- (e) Survival. The provisions of this Section 10 shall survive the termination or expiration of this Agreement.

11. Renewal of Agreement. No later than January 1, 2013, <PARTNER> shall provide a written proposal to BOARD setting forth proposed terms of renewal of this Agreement. The written proposal may contain proposed changes to this Agreement that <PARTNER> desires to incorporate into the renewal agreement. BOARD will provide written notice to <PARTNER> indicating whether, and upon what conditions, it is willing to renew this Agreement, including any modified terms proposed by BOARD. If BOARD and <PARTNER> do not agree to the terms of a renewal agreement, this Agreement shall terminate at the end of its term.

12. Events of Default; Remedies; Termination, Suspension for Convenience.

- (a) Events of Default. Events of Default ("Events of Default") by <PARTNER> include but are not limited to the following:
 - (i) Any material misrepresentation by <PARTNER> in the inducement of the Agreement or the performance of Services;
 - (ii) Any material breach of any agreement, representation or warranty made by <PARTNER> in the Agreement;
 - (iii) Failure of <PARTNER> to perform in any material respect the Services required hereunder in accordance with the terms and conditions of the Agreement, including, but not limited to, the following:
 - (1) Action or failure to act which affects the safety and/or welfare of students or Board staff;
 - (2) Failure to perform in accordance with terms, conditions and specifications of the Agreement;
 - (3) Failure to provide any of the Services herein at the time fixed for performance and in the manner specified herein;

- (4) Failure to perform the Services with sufficient personnel to ensure the performance of the Services due to a reason or circumstances within <PARTNER>'s reasonable control;
- (5) Failure to promptly re-perform Services which were determined by BOARD to be incomplete or unsatisfactory, within a reasonable time;
- (6) Discontinuance of the performance of the Services for reasons not beyond <PARTNER>'s reasonable control; or
- (iv) Default in any material respect by <PARTNER> under any other agreement <PARTNER> may have with the BOARD.

(b) Notice; Remedies. If any Event of Default described in subparagraph (iii)(1) or subparagraph (v) in Section 12(a) above shall occur, BOARD may immediately declare <PARTNER> in default under this Agreement. If any other Event of Default occurs, BOARD shall give notice to <PARTNER> in accordance with the terms of this Agreement specifying the Event of Default. If <PARTNER> fails to cure the Event of Default within twenty (20) business days after receipt of that notice, or if the Event of Default cannot reasonably be cured within twenty (20) business days after notice and <PARTNER> fails to commence and continue diligent efforts to cure the default, then BOARD, in the exercise of its sole discretion, may declare <PARTNER> in default. BOARD may issue notice to <PARTNER> of its intent to invoke the remedies stated in this Subsection 12(b), which notice shall state that intention, the remedy determined by BOARD, and the effective date of the remedy. After a declaration of default, BOARD may invoke, in addition to all other legal and equitable remedies the Board may have, any or all of the following remedies:

- (i) Termination of this Agreement, in whole or in part, as to any or all of the Services yet to be performed by <PARTNER>, which termination may be effective at a time specified by BOARD.
- (ii) Suspension of work on some or all of the Services during a BOARD-designated period of time during which <PARTNER> may have a further opportunity to cure the default.
- (iii) Designation of <PARTNER> as "non-responsible" when considering future agreements to be awarded by BOARD.

BOARD, in the determination of the best interests of the District, may elect not to declare <PARTNER> in default or may elect not to terminate this Agreement. <PARTNER> acknowledges that the authority provided to BOARD in this Section 12 is solely for the benefit of BOARD. The determination of BOARD to authorize <PARTNER> to continue to provide Services despite a default shall not relieve <PARTNER> of any of its responsibilities, duties, or obligations under this Agreement, and BOARD does not, by doing so, waive or relinquish any of BOARD's rights.

Each remedy of BOARD is not intended to be exclusive of any other remedies BOARD may have, but the remedies shall be cumulative and are in addition to all other remedies of BOARD existing now or hereafter at law, in equity, or by statute.

No delay or omission to exercise any right or power accruing upon any Event of Default will be construed as a waiver of any Event of Default or acquiescence thereto, and

every such right and power may be exercised from time to time and as often as may be deemed expedient.

- (c) Termination for Convenience. In addition to BOARD's right to terminate this Agreement for default, BOARD may terminate this Agreement, at any time for its convenience, and without any cause whatsoever, upon sixty (60) days written notice to <PARTNER> with such termination becoming effective at the conclusion of the school year in which such notice is given. Any termination for default that ultimately is determined to be unjustified shall be automatically deemed a termination for the convenience of the Board.

13. Insurance. <PARTNER> is an internal <PARTNER> and as such part of the Chicago Public Schools complying with all provisions.

14. Internal Entity. The relationship of <PARTNER> to the BOARD is and will continue to be that only of an internal entity and will comply with all appropriate CPS policies and procedures as such.

15. Governing Law. This Agreement will be governed by, subject to and construed under the laws of the State of Illinois without regard to its conflict of laws provisions.

16. Waiver. No waiver of any breach of this Agreement shall be held as a waiver of any other or subsequent breach.

17. Counterparts; Signature by Facsimile. This Agreement may be signed in counterparts, which shall together constitute the original Agreement. Signatures received by facsimile (with confirmation thereof) by either of the parties shall have the same effect as original signatures.

18. Amendments. This Agreement, including all Exhibits and referenced documents, constitutes the entire agreement of the parties hereto with respect to the matters contained herein and therein. No modification or amendment to this Agreement is effective unless in writing and executed by each party to this Agreement.

19. Assignment. This Agreement may not be assigned or delegated by <PARTNER> under any circumstances; it being expressly understood that this Agreement runs solely and exclusively to <PARTNER>.

20. Audit and Document Retention. <PARTNER> shall furnish BOARD with such information as may be requested relative to the progress, execution and costs of the Services. <PARTNER> and its subcontractors shall maintain their records related to performance of the Services, costs incurred, and actual Services performed. Subject to State of Illinois and federal laws regarding the disclosure of student information, and subject to the confidentiality provisions of this Agreement, all such records and all records required to be maintained as part of the Services shall be retained for five (5) years after completion of Services and shall be subject to inspection and audit by BOARD which shall include the right to copy such records. <PARTNER> shall include, in all subcontractor agreements for Services, provisions requiring subcontractors to maintain the above-described records.

24. Criminal Background Investigations. As an internal CPS entity the <PARTNER> represents and warrants that all employees, agents and subcontractors ("Staff") providing services under this Agreement who may have direct, regular contact with CPS students shall have successfully

completed a fingerprint-based criminal history background check and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database in accordance with the provisions of Section 5/34-18.5 of the Illinois School Code [§105 ILCS 5/34-18.5]. <PARTNER> understands and agrees that it shall not allow any Staff person to have direct, regular contact with a CPS Student unless such person satisfies the requirements of §105 ILCS 5/34-18.5, as such law may be amended from time to time.

25. Notices. Any notice, demand or request from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if, and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation thereof), or within three (3) business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

If to BOARD: Chicago Board of Education
Office of School Improvement
125 South Clark Street, 9th Floor
Chicago, Illinois 60603
Attn: Don Fraynd

If to <PARTNER>: <PARTNER>

26. Severability. In the event that any provision of this Agreement or the application thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement, and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

27. If <SCHOOL> fails to make reasonable progress towards the mutually agreed upon performance benchmarks outlined in this Article, the Board may withhold funding from <PARTNER> in Year Two and Year Three of the grant period. As stipulated in this Agreement, the Board is responsible for monitoring the <SCHOOL>'s progress toward these performance benchmarks.

28. Superseder. This Agreement supersedes and replaces any and all prior agreements and understandings between BOARD and <PARTNER> with respect to the subject matter hereof. To the extent that any conflict or incompatibility exists between the Proposals as incorporated herein and the terms of this Agreement, the terms of this Agreement shall control.

29. Prior Actions. It is expressly agreed and understood that as a condition precedent to this Agreement becoming effective on the effective date hereof, <PARTNER> will have taken, completed and satisfied on or before the date specified herein any action or obligation which is required to be completed before such effective date, and that failure to do so shall constitute grounds for BOARD to declare this Agreement null and void.

30. Construction. This Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Agreement.

31. Incorporation of Exhibits. All Exhibits referenced herein are hereby incorporated into and made a part of this Agreement.

IN WITNESS WHEREOF, the parties have made and entered into this Agreement as of the effective date hereof.

BOARD

By: _____

Name: _____

Title: _____

<PARTNER>

By: _____

Name: _____

Title: _____

ATTEST:

By: _____

Name: _____

Title: _____

SCHOOL <PARTNER> CONSULTING AGREEMENT**EXHIBIT 1: SCOPE OF SERVICES/DELIVERABLES**

This Scope of Services shall be conducted pursuant to the terms and conditions of the School Management Consulting Agreement ("Agreement") dated the 1st day of July, 2010, by and between the Chicago Public School's Office of School Improvement ("OSI") and the Chicago Public School's Office of School Turnaround ("<PARTNER>"). Defined terms used in this Scope of Services shall have the same meanings as those ascribed to such terms in the Agreement.

I. TERM OF AGREEMENT

This Agreement shall commence July 1, xxx and shall expire at midnight, June 30, xxx, unless terminated or extended pursuant to the terms hereof. The annual performance period for the Scope of Services set forth herein is July 1 through June 30.

II. GENERAL DESCRIPTION OF SERVICES

WHEREAS, pursuant to the Illinois School Code, 105 ILCS 5/34-1, *et seq.*, (the "School Code") the Board has been created as a body politic and corporate having as its primary purpose the transmission of knowledge and culture through which children learn in areas necessary to their continuing development; and

WHEREAS, the Board formerly formed and authorized the Office of School Improvement to manage all internal and external <PARTNER>s working in the four federal reform models of closure, restart, transformation, and turnaround.

WHEREAS, the Board accepted a School Improvement Grant for <SCHOOL> High School, which shall now be termed a "transformation" school and authorized the Office of School Improvement entering into an agreement with <PARTNER> to provide professional services to <SCHOOL> High School, and to assign <SCHOOL> .

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which is hereby acknowledged, OSI and <PARTNER> hereby agree the scope of services shall generally include consulting and direct supervision on such matters as staff recruitment and selection, school leadership, development and implementation of the school improvement plan, and curriculum development and implementation designed to significantly improve student achievement and facilitate attainment of Adequate Yearly Progress ("AYP").

III. DISTRICT RIGHTS

In keeping with the provisions of the Transformation and Turnaround intervention models of the School Improvement Grant program, <BOARD> will have following rights and autonomies at <SCHOOL> including but not limited to:

- A. The Board shall maintain designated administrative leaders through the Office to School Improvement to serve as direct contacts with <PARTNER> coordinator(s). The role of the designated administrative leaders shall be to expeditiously resolve issues and problems confronted by <PARTNER> in implementing its school design and performance plan.
- B. The Board shall ensure continuation of all non-academic services, such as facilities and

maintenance related to the daily operation of <SCHOOL>, as well as any services purchased by <PARTNER>, as agreed to in Article V of this Agreement and other supporting documents. the Board's designated administrative leaders shall be responsible for ensuring that all district services are efficiently and expeditiously provided to <SCHOOL>.

- C. The Board shall be responsible for ensuring <PARTNER>'s and <SCHOOL>'s compliance with the reporting requirements of the SIG grant and shall provide a policies and procedures handbook for SIG grant monitoring and compliance purposes through the Office of School Improvement.
- D. Transformation and Turnaround intervention models of the School Improvement Grant program, <PARTNER> will be allowed the following rights and autonomies at <SCHOOL> including but not limited to:
 - 1. The Board shall be entitled to full transparency regarding the academic program at <SCHOOL> and may be provided with copies of curricular materials upon request. The Board may not share these materials with other District schools without the express consent of <PARTNER>.
 - 2. In addition to the performance indicators outlined in Article VII of this Agreement, <SCHOOL> shall be subject to all applicable academic accountability standards and evaluations currently in use by the Board; however, <PARTNER> may have latitude to revise the Board's evaluations in keeping with applicable collective bargaining agreements and all amendments therein pertaining to <SCHOOL>.

IV. LEAD PARTNER AUTONOMIES

In keeping with the provisions of the Transformation and Turnaround intervention models of the School Improvement Grant program, <PARTNER> will be allowed the following rights and autonomies at <SCHOOL> including but not limited to:

- A. Staff selection will be supported by the CPS Office of School Improvement following a defined process. (See CPS Hiring Process) This process calls for the Lead Partner to have input on hiring of all new staff for the school that support the educational program. The ultimate hiring authority for staff that resides with the District, on recommendation of the building Principal. The ultimate hiring authority for the Principal reside with the Bard, on recommendation of the Chief Executive Officer.
- B. <PARTNER> may assign instructional coaches, leadership mentors, or other staff to work in <SCHOOL> as called for in this agreement and corresponding approved SIG award. These personnel are to be considered employees of <PARTNER> and will not be considered employees of the Board for any purposes.
- C. LIST

V. SPECIFIC RESPONSIBILITIES

- 1. The Board will serve as the contracting agency for this agreement, which shall be subject to the federal School Improvement Grant (SIG) program as detailed in the U.S. Department of Education's final requirements published on January 28, 2010. The Board, through it's oversight organization the Chicago Public School's Office of School Improvement, shall have oversight authority as outlined herein.
- 2. The <PARTNER> will provide services related to all aspects of the School Improvement Plan as identified in the approved School Improvement Grant during the term of this Agreement (July 1, XXX through June 30, XXX) building capacity in the school to independently manage all

aspects of the school during the term of this Agreement.

3. During the first annual performance period (July 1, XXX through June 30, XXX) of the term of this Agreement, <PARTNER> shall conduct a minimum three week professional development retreat during July/August of 2010 and a minimum two week professional development retreat for staff in 2011.
4. During the first three annual performance periods (July 1, 2010 through June 30, 2013) of the term of this Agreement, <PARTNER> shall provide <SCHOOL> High School with the following support employees:
 - (LIST)
5. During each annual performance period of the term of this Agreement, <PARTNER> shall:
 - (LIST)
6. During the first annual performance period (July 1, 2010 through June 30, 2011) of the term of this Agreement, the Board shall provide <SCHOOL> High School with additional personnel beyond the normal quota allocation to support the “turnaround” effort, as outline below. This additional support shall be renegotiated by March 1st of each year.
 - (LIST)

IV. ANNUAL DELIVERABLES & PERFORMANCE SCHEDULE

All deliverables must be completed to the Board’s satisfaction before the Agreement’s termination date and all Services, including deliverables, must be provided by <PARTNER> within scope. Specific deliverables and their annual completion dates are outlined:

(List deliverables)

By written agreement, the parties may modify this schedule.

V. OUTCOMES

<PARTNER>’s Services will result in:

- (List Outcome Targets)

<PARTNER> will participate in weekly Project Management and monthly Performance Management Meetings conducted by the Office of School Improvement. Each Performance Management session will review an aspect of the school in depth on a rotational basis. <PARTNER> will follow and comply with findings and recommendations from Performance Management meetings.

<PARTNER> will be comprehensively evaluated annually based on the specific key performance indicators, school progress goals and implementation benchmarks identified in the Agreement by June 30th of each year by the OSI Performance Management Division.

VI. CONTACT INFORMATION

OSI Officer: _____

<PARTNER> CEO _____

Appendix IV.C
Sustainability Plan

WSIM Dimension	Activity	Year 4 SY2013/14	Year 5 SY2014/15	Year 6 SY2015/16
Operational Flexibility	Governance	School is transitioned from OSI to general area supports. This transition follows an established project plan, based on the identified Year 3 strengths and continued challenges identified in a Year 3 OSI Comprehensive School Evaluation.	The school is transitioned back to general Area supports. OSI will provide a Fidelity Evaluation Review at the end of each quarter, and provide the results to the Area Officer.	
Operational Flexibility	Budget	District will continue to provide enhancements to per-pupil funding.	District will continue to provide enhancements to per-pupil funding	
Human Capital	Building Leadership Capacity	Leadership team to continue with summer retreat for annual planning to set goals to continue dramatic school improvement, OSI to facilitate. New leadership team members offered progressive leadership roles.	Leadership team to continue independent of OSI with summer retreat for annual planning to set goals to continue dramatic school improvement. New leadership team members offered progressive leadership roles.	Leadership team to continue independent of OSI with summer retreat for annual planning to set goals to continue dramatic school improvement. New leadership team members offered progressive leadership roles.
Human Capital	Maintain High Quality Hiring Process	OSI to continue to serve executive recruiting role to identify high-quality, national candidate for any new positions or turn-over. AP of either SD&I or T&L to facilitate group hiring process based on best practices, documented process and protocols established by OSI.	School to adopt recruiting role to identify high-quality, national candidate for any new positions or turn-over. AP of either SD&I or T&L to facilitate group hiring process based on best practices, documented process and protocols established by OSI.	School to maintain candidate recruiting and evaluation processes to ensure high quality new hires placed within transformed school.
Human Capital	Professional Environment, supports, and incentives	School to continue to offer high-quality, job-embedded PD for staff based on best practices, knowledge management repository, and direct coaching provided by OSI and consultants. Leadership team to provide career growth options and incentives, per OSI.	School to continue to offer high-quality, job-embedded PD for staff based on best practices, knowledge management repository, and direct coaching provided by OSI and consultants. Leadership team to provide career growth options and incentives..	School to continue to offer high-quality, job-embedded PD for staff based on best practices, knowledge management repository, and direct coaching provided by OSI and consultants. Leadership team to provide career growth options and incentives.
Strategic Management and Monitoring	Risk Management	OSI leadership team to monitor, review, and react to ensure that all activities are on track and to elevate as necessary. School is transitioned back to general school area support stucutures. OSI to train Area staff in protocols and systems so support can be maintained.	OSI will make two yearly "fidelity checks" to ensure systems are operating as defined. OSI will work with Area team to manage any issues that arise from the semi-annual review.	School fully in only Area supports. OSI completely disengaged.
Family and Community Engagement	Family and Community Engagement	Community Connector to have established rhythm and opportunities for regular engagement in school. On-going coordination and facilitation to be assigned to emerging school leader who will leverage Asset Based Community Development best practices and protocols	Coordination and facilitation by school leader who will leverage Asset Based Community Development best practices and protocols	Coordination and facilitation by school leader who will leverage Asset Based Community Development best practices and protocols

Culture & Climate / Student Development & Intervention	Creating Support Systems	School to continue to implement restorative justice techniques to de-escalate issues, care team review to identify needed student interventions, and additional mentoring supports through community partnerships. OSI to provide quarterly reviews, and Critical Action Plan support.	School to continue to implement restorative justice techniques to de-escalate issues, care team review to identify needed student interventions, and additional mentoring supports through community partnerships. OSI to conduct semi-annual "Fidelity Check" reviews and report to Area	School to continue to implement restorative justice techniques to de-escalate issues, care team review to identify needed student interventions, and additional mentoring supports through community partnerships. School fully in only Area supports. OSI completely disengaged.
Culture & Climate / Student Development & Intervention	Aligning Resources	School will manage available and prioritize intervention resources based on care team review and on-going monitoring of success using key data indicators that will maintain culture of high expectations and results. OSI to provide quarterly reviews, and Critical Action Plan support.	School will manage available and prioritize intervention resources based on care team review and on-going monitoring of success using key data indicators that will maintain culture of high expectations and results. OSI to conduct semi-annual "Fidelity Check" reviews and report to Area	School will manage available and prioritize intervention resources based on care team review and on-going monitoring of success using key data indicators that will maintain culture of high expectations and results. School fully in only Area supports. OSI completely disengaged.
Teaching & Learning	Curriculum Alignment	All teachers will have been through training on backwards design curriculum alignment. During on-going collaboration time, teachers will continually review and revise plans based on student data and progress. OSI to provide quarterly reviews, and Critical Action Plan support.	All teachers will have been through training on backwards design curriculum alignment. During on-going collaboration time, teachers will continually review and revise plans based on student data and progress. OSI to conduct semi-annual "Fidelity Check" reviews and report to Area	All teachers will have been through training on backwards design curriculum alignment. During on-going collaboration time, teachers will continually review and revise plans based on student data and progress. OSI completely disengaged.
Teaching & Learning	Data Driven Decision Making	Based on data systems, processes, and reports established by the data analyst, each department chair and the leadership team will leverage the available data and analysis techniques learned from the data coach to improve instruction and student services. OSI to provide quarterly reviews, and Critical Action Plan support.	Based on data systems, processes, and reports established by the data analyst, each department chair and the leadership team will leverage the available data and analysis techniques learned from the data coach to improve instruction and student services. OSI to conduct semi-annual "Fidelity Check" reviews and report to Area	Based on data systems, processes, and reports established by the data analyst, each department chair and the leadership team will leverage the available data and analysis techniques learned from the data coach to improve instruction and student services. OSI completely disengaged.
Teaching & Learning	Instructional Techniques	Department chairs to continue to provide action plans to support teacher development	Department chairs to continue to provide action plans to support teacher development	Department chairs to continue to provide action plans to support teacher development

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, Illinois 62777-0001

ATTACHMENT 11

FY 2012 ARRA
School Improvement Grant – Section 1003(g)
Program-Specific Terms and Agreements for Tier I and Tier II Schools

The applicant agrees to the following terms of the grant:

FEDERAL ASSURANCES

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements published by the United States Department of Education (ED).
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements published by the United States Department of Education at <http://www2.ed.gov/programs/sif/faq.html> in order to monitor each Tier I and Tier II school that it serves with school improvement funds and establish goals (approved by the SEA) to hold accountable its Tier I and Tier II schools that receive school improvement funds.
3. Include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the ED 1003(g) final requirements at <http://www2.ed.gov/programs/sif/faq.html> if it implements a restart model in a Tier I or Tier II school.
4. Report to ISBE the school-level data required under section III of the ED 1003(g) final requirements at <http://www2.ed.gov/programs/sif/faq.html>.
5. Ensure that full implementation of the selected model occurs in the 2011-2012 school year and that no SIG 1003(g) funds are used for planning activities.

STATE ASSURANCES

1. Implement a new evaluation system for teachers and principals incorporating student growth as a significant factor along with other factors as described in Public Act 096-0861 Section 24A-7 no later than the start of the 2012-13 school year. The evaluation system should fairly and accurately differentiate teachers, identify and reward effective performance, and identify and address ineffective performance.
2. Establish a three year budget for each school identified in the application that does not exceed \$2 million per year.
3. Participate in any program related evaluations or studies required for participation in this grant.
4. Report other program information required by the ISBE or ED.
5. Submit quarterly financial expenditure reports as of September 30, December 31, March 31 and June 30 to ISBE within 20 calendar days after the last day of each quarter.
6. Not subcontract with any entity without prior written approval of the State Superintendent of Education. See item 7 of the Certifications and Assurances and Standard Terms of the Grant for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.
7. Contact ISBE for prior approval to discontinue a contract with a Lead Partner or other approved subcontractor.
8. Contact ISBE for approval to add a new or different Lead Partner.
9. Limit administrative costs to 5 percent of the total budget. Administrative costs include: General Administration - function code 2300, Fiscal Services - function code 2520, and Payments to Other Districts or Governmental Units - function code 4000.

Chicago Public Schools, District #299

Name of Applicant or Entity

By: April 22, 2011  Director, External Resources
Date *Original Signature of Authorized Official* *Title*

CERTIFICATIONS AND ASSURANCES AND STANDARD TERMS OF THE GRANT

Chicago Public Schools, District #299

(Insert Applicant's Name Here)

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): *(Check one)*

☐ Individual ☐ Corporation ☐ Partnership ☐ Unincorporated association ☒ Government entity

Social Security Account Number, Federal Employer Identification Number or Region/County/District/School Code, as applicable:

15-016-2990-25

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"Award recipient" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Expenditure through dates" are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," and "project" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

PROJECT

3. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project, there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
4. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.
5. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
6. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

SUBCONTRACTING

7. No subcontracting is allowed under this project, except as set forth in the Grant Agreement.

If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:

- Name(s) and address(es) of subcontractor(s);
- Need and purpose for subcontracting;
- Measurable and time-specific services to be provided;
- Association costs (i.e., amounts to be paid under subcontracts); and
- Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the State Board of Education.

FINANCIAL TERMS

8. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
9. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.

All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.

10. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.
11. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.
12. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at ISBE of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. ISBE shall be the final determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.
13. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended or obligated for activities occurring during the Term.
 - (a) State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.
 - (b) Federally funded grants: Interest earned in excess of \$100 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.

For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

14. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
15. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

Those entities with established IWAS accounts with the Illinois State Board of Education, must electronically submit expenditure reports by the required due dates specified within the Grant Agreement. Those entities not enrolled in IWAS, must request paper expenditure report forms not later than twenty (20) calendar days before the due dates specified within the Grant Agreement to the Illinois State Board of Education. Expenditure reports are due twenty (20) calendar days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold the current year's payments and payments for future years' projects under the same program until the reports are properly filed.

All grant funds must be spent or obligated, and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than twenty (20) calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than ninety (90) calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within

forty-five (45) calendar days from the date of first notice of the amount due for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

16. The award recipient will maintain records on project and fiscal activities related to each award for a period of three (3) years following the project ending date either for a state-funded or federally funded project. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the State Board of Education.
17. The State Board of Education and other governmental entities with program monitoring authority shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later), have the right at any time to conduct on-site or off-site inspections of the award recipient's records and project operations for auditing and monitoring purposes. The award recipient shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later) and upon the request of the State Board of Education, provide the State Board of Education with information and documentation (including books, records, or papers related to the project) regarding the award recipient's progress or performance with respect to the administration and operation of the project.

NO BINDING OBLIGATION

18. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the State Board of Education. Prior to the execution of a final Grant Agreement, the State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

COPYRIGHT

19. All rights, including copyright to data, information and/or other materials developed pursuant to an award, are retained by the State Board of Education, unless otherwise agreed in writing by the State Board of Education. All such work products produced by the award recipient through work pursuant to the award shall be made available to the State Board of Education upon request.

DEFAULT AND TERMINATION

20. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any representation or warranty made in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the State Board of Education, the award recipient will have ten (10) calendar days in which to cure the default to the satisfaction of the State Board of Education. If the default is not cured to the satisfaction of the State Board of Education, the State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement, and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the State Board of Education within forty-five (45) calendar days of termination.

INDEMNIFICATION

21. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (a) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful, or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable; (b) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (c) any breach of the Grant Agreement, including, without limitation, any representation or warranty provided by the award recipient herein; (d) any infringement of any copyright, trademark, patent, or other intellectual property right; or (e) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the State Board of Education or of the State of Illinois.

If the applicant is a government unit only, it is understood and agreed that neither the applicant nor the State Board of Education shall be liable to each other for any negligent or wrongful acts, either of commission or omission, unless such liability is imposed by law.

GENERAL CERTIFICATION AND ASSURANCES

22. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.),

2000e et seq.), the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).

23. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
24. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
25. The applicant is not prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
26. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
27. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
28. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 30/1 et seq., which applies to the wages of laborers, mechanics, and other workers employed in any public works.
29. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
30. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the State Board of Education.
31. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all of its (a) employees, (b) volunteers, and (c) all employees of persons or firms holding contracts with the applicant, who have direct contact with children receiving services under the grant; and such applicant shall not (a) employ individuals, (b) allow individuals to volunteer, or (c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
32. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written Cost Allocation Plan (CAP) that: (a) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; (b) identifies the allocation methods used for distributing the costs among programs; (c) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; (d) requires the propriety of the charges to be substantiated; and (e) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon ISBE's request.
33. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant that is a party to the joint application, a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
34. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - (a) Obtain fully executed Certifications and Assurances, and Terms of the Grant forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - (b) Maintain separate accounts and ledgers for the project;
 - (c) Provide a proper accounting of all revenue from ISBE for the project;
 - (d) Properly post all expenditures made on behalf of the project;
 - (e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - (f) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants.);
 - (g) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to ISBE should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;

- (h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - (i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - (j) Have a recovery process in place with all joint applicants for collection of any funds to be returned to ISBE; and
 - (k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
35. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Center (NIMAC) electronic files containing the contents of the print instructional materials using the NIMAS standard, on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see 105 ILCS 5/28-21 at <http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+28&ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%>.

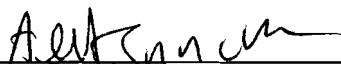
DRUG-FREE WORKPLACE CERTIFICATION

36. This certification is required by the Drug Free Workplace Act (30 ILCS 580/1). The Drug Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years. For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

The applicant certifies and agrees that it will provide a drug-free workplace by:

- (a) Publishing a statement:
 - (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
 - (2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
 - (A) Abide by the terms of the statement; and
 - (B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- (b) Establishing a drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's or contractor's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon an employee for drug violations.
- (c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- (d) Notifying the contracting or granting agency with ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- (e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by Section 5 of the Drug Free Workplace Act.
- (f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug Free Workplace Act

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute this Certifications and Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the undersigned certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.



Signature of Authorized Official

Director, External Resources

Title

April 22, 2011

Date

Albert Sanchez

Name of Authorized Official (Type or Print)

Illinois State Board of Education
**CERTIFICATIONS AND ASSURANCES FOR THE
 AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009 (ARRA)**

Chicago Public Schools, District #299

(Insert Applicant's Name Here)

The following assurances cover participation by the local educational agency (LEA) identified below in all programs under which funds are made available to such LEA by and through the American Recovery and Reinvestment Act of 2009 (collectively, "ARRA Programs", and each, an "ARRA Program").

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): (Check one)

☐ Individual ☐ Corporation ☐ Partnership ☐ Unincorporated association ☒ Government entity

Social Security Account Number, Federal Employer Identification

Number or Region/County/District /Type Code, as applicable: 15-016-2990-25

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local education agency.

"ARRA" means the American Recovery and Reinvestment Act of 2009.

"Project" means the activities to be performed for which grant funds are being sought by the applicant.

I hereby certify, on behalf of the LEA identified below, all of the following with respect to the ARRA Programs:

1. The LEA will not use ARRA Program funds for any aquarium, zoo, golf course, or swimming pool;
2. For any project supported with ARRA Program funds, the LEA will comply with Section 1605 of the American Recovery and Reinvestment Act of 2009 (requiring the use of American iron, steel, and manufactured goods) and Section 1606 of the American Recovery and Reinvestment Act of 2009 (requiring compliance with federal prevailing wage requirements); and
3. The LEA will promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act (31 U.S.C. § 3729 - 3733) or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving ARRA Program funds.
4. Notwithstanding anything to the contrary in "Attachment 12", the applicant/award recipient must report on a form prescribed by ISBE all expenditure and other data as required by ARRA Title XV – Accountability and Transparency, Section 1512 within seven days of each quarter reporting period.

Chicago Public Schools, District #299

Name of Applicant

By: April 22, 2011
Date


Signature of Authorized Official

Director, External Resources
Title

Illinois State Board of Education
GEPA 442 Assurances – Federal Funded Grants

ATTACHMENT 14

Chicago Public Schools, District #299

(Insert Applicant's Name Here)

The following assurances cover participation by the local educational agency (LEA) identified below in all programs under which Federal funds are made available to such LEA through ISBE, and which require an application under Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C.A. § 1232e) (collectively, "Programs", and each, a "Program").

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): (Check one)

☐ Individual ☐ Corporation ☐ Partnership ☐ Unincorporated association ☒ Government entity

Social Security Account Number, Federal Employer Identification
Number or Region/County/District / Type Code, as applicable:

15-016-2990-25

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local education agency.

"Project" means the activities to be performed for which grant funds are being sought by the applicant.

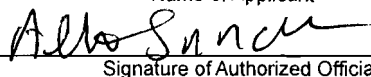
I hereby certify, on behalf of the LEA identified below, all of the following with respect to the Programs:

1. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
3. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
4. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
5. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
6. Any application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
7. In the case of any Program project involving construction: (A) the project will comply with State requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
8. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
9. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Chicago Public Schools, District #299

Name of Applicant

By: April 22, 2011
Date


Signature of Authorized Official

Director, External Resources
Title

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
Springfield, IL 62777-0001

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION
LOWER TIER COVERED TRANSACTIONS**

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 7 CFR 3017 Subpart C Responsibilities of Participants Regarding Transactions. The regulations were published as Part IV of the January 30, 1989 Federal Register (pages 4722-4733) and Part II of the November 26, 2003 Federal Register (pages 66533-66646). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW.

CERTIFICATION

The prospective lower tier participant certifies, by submission of this Certification, that:

- (1) Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
- (2) It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
- (3) It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
- (4) It will include the clause titled *Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions*, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions;
- (5) The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into; and
- (6) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this Certification.

Chicago Public Schools, District #299

Organization Name

S388A090014

PR/Award Number or Project Name

Albert Sanchez

Name of Authorized Representative

Director, External Resources

Title



Signature

April 22, 2011

Date

Instructions for Certification

1. By signing and submitting this Certification, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms *covered transaction*, *debarred*, *suspended*, *ineligible*, *lower tier covered transaction*, *participant*, *person*, *primary covered transaction*, *principal*, *proposal*, and *voluntarily excluded*, as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Excluded Parties List System" at <http://epls.arnet.gov/>.
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
Springfield, IL 62777-0001

CERTIFICATE REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit ISBE 85-37, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Chicago Public Schools, District #299

Organization Name

S388A090014

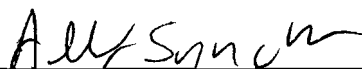
PR/Award Number or Project Name

Albert Sanchez

Name of Authorized Representative

Director, External Resources

Title



Signature

April 22, 2011

Date

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
Springfield, IL 62777-0001

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352. (See reverse for public burden disclosure.)

1. TYPE OF FEDERAL ACTION ☐ a. Contract ☒ b. Grant ☐ c. Cooperative agreement ☐ d. Loan ☐ e. Loan guarantee ☐ f. Loan insurance	2. STATUS OF FEDERAL ACTION ☒ a. Bid/offer/application ☐ b. Initial award ☐ c. Post-award	3. REPORT TYPE ☒ a. Initial filing ☐ b. Material change For material change only: _____ Year _____ Quarter _____ Date of last report
4. NAME AND ADDRESS OF REPORTING ENTITY ☒ Prime ☐ Subawardee, Tier _____, if known _____ Congressional District, if known		5. IF REPORTING ENTITY IN NO. 4 IS SUBAWARDEE, ENTER NAME AND ADDRESS OF PRIME Not applicable _____ Congressional District, if known
6. FEDERAL DEPARTMENT/AGENCY Illinois State Board of Education		7. FEDERAL PROGRAM NAME/DESCRIPTION School Improvement Grants 84.377A _____ CFDA Number, if applicable
8. FEDERAL ACTION NUMBER, if known		9. AWARD AMOUNT, if known \$ _____
10a. NAME AND ADDRESS OF LOBBYING ENTITY (If individual, last name, first name, MI) Board of Education of the City of Chicago 125 S. Clark Street Chicago IL 60603		b. INDIVIDUALS PERFORMING SERVICES (Including address if different from No. 10a) (last name, first name, MI) Ray Anderson 1301 Pennsylvania Avenue, NW, Suite 702 Washington DC 20004
(Attach Continuation Sheet(s) ISBE 85-37A, if necessary)		
11. AMOUNT OF PAYMENT (check all that apply) \$ _____ ☐ Actual ☐ Planned		13. TYPE OF PAYMENT (check all that apply) ☐ a. Retainer ☐ b. One-time fee ☐ c. Commission ☐ d. Contingent fee ☐ e. Deferred ☐ f. Other, specify _____
12. FORM OF PAYMENT (check all that apply) ☐ a. Cash ☐ b. In-kind; specify: nature _____ value _____		
14. BRIEF DESCRIPTION OF SERVICES PERFORMED OR TO BE PERFORMED AND DATE(S) OF SERVICE, INCLUDING OFFICER(S), EMPLOYEE(S), OR MEMBER(S) CONTACTED, FOR PAYMENT INDICATED IN ITEM 11.		
15. ☐ YES ☒ NO CONTINUATION SHEET(S), ISBE 85-37A ATTACHED		
16. Information requested through this form is authorized by title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		SIGNATURE  PRINT NAME OR TYPE Albert Sanchez TITLE Director, External Resources TELEPHONE NUMBER 773-553-2610 DATE April 22, 2011

**INSTRUCTIONS FOR COMPLETION OF
ISBE 85-37, DISCLOSURE OF LOBBYING ACTIVITIES**

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the ISBE 85-37A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001".
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial(MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not an ISBE 85-37A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
Springfield, Illinois 62777-0001

**CONTINUATION SHEET
DISCLOSURE OF LOBBYING ACTIVITIES**

REPORTING ENTITY

Chicago Public Schools, District #299

ORIGINAL

15-016-299-025 | Chicago Public Schools

Appendix D: Stakeholder Consultation Confirmation

Hancock College Prep

ORIGINAL

John Hancock High School
RtI Check-In, Check-Out PD
April 14, 2011, periods 4-7

0:00 Overview and Purpose Setting

1:00 Check-In, Check-Out (CICO) "Say Something"

- Turn to the person next to you and say one thing you know about Check-In, Check-Out
- Think/Pair/Share
- Quick Overview of CICO Pilot #1

5:00 CICO Pilot #2 Tier II -- The Big Picture

- **The Form:** We all complete it the same
- **The Process:** The kids check in and out with you every day
- **The Rating Scale:** We all rank things the same way
- **The Response to the Student:** Appropriately positive
- **The Theory:** Consistent, positive supports change behaviors positively
- **The Desired Outcome:** 80% CICO

10:00 Practicing What we have Learned

- Role play with Student A and Student B – group score

15:00 CICO Pilot #2 Tier III – Just the Facts:

- Meets 4 weeks, 5/06 – 6/03 – 6th period
- Group #1: Three students, common focus (be respectful)
 - Each meeting has a focus—Lesson Plan Sample; Cool Tool Sample
 - Outcomes will be measurable (80% CICO)
 - Outcomes Tracked Weekly

20:00 Incentives, PBIS, and Consistency

25:00 SIG Grant Update – 5 Goals

- Increase Reading Achievement
- Increase Math Achievement
- Increase Composite PSAT Scores
- Increase Graduation Rates
- Create a Stable Learning Environment

30:00 Next Step Q&A: CICO Starts 4/25

35:00 Prizes and Evaluations



JOHN HANCOCK HIGH SCHOOL

Daily Progress Report (CICO)

Name: _____	Day of the Week: M T W Th F	Date: _____	Grade: _____
Possible Points: _____	Daily Goal: _____	Points Earned: _____	Daily Goal Met: Yes No

2 = Yeah!											
1 = Some reminders											
0 = Did not meet											
Be On Time											
Be In Uniform (w/ID; w/o earbuds)											
Be Prepared For Class (and participates in class)											
Check In	1st Period	2nd Period	Division	4th Period	5th Period	6th Period	7th Period	8th Period	9th Period	Check Out	

Comments: _____

CICO Coordinator: _____ Parent Signature: _____

AB - Absent LE - Left early OSS - Out of school suspension TO - Time out (in another room) T - Tardy LD - Lunch Detention ISS - In school suspension/supervision

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Hancock College Preparatory High School
DATE OF MEETING 4/14/11		LOCATION OF MEETING Hancock

PURPOSE OF MEETING
RTI Process Mtg - Faculty Update

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
A Holland	teacher		A Holland	4/14/11
Aidan Phillips	teacher		Aidan Phillips	4/14/11
Colette Kopon	teacher		Colette Kopon	4/14/11
Romero	teacher		Romero	4/14/11
Jesus Aldane	teacher		Jesus Aldane	4/14/11
Annika Close	Teacher		Annika Close	4/14/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Hancock College Preparatory High School
DATE OF MEETING 4/14/11	LOCATION OF MEETING Hancock	

PURPOSE OF MEETING

R+I Process - Faculty Update - 5th

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
James P McDonnell	P.E. Teacher		James P McDonnell	4-14-11
Daniel Holder	SPECIAL ED TEACHER		Daniel Holder	4-14-11
E Koentopp-Vanek	ART TEACHER		E Koentopp-Vanek	4-14-11
Marco De Santiago	Teacher		Marco De Santiago	4-14-11
Darius Novilas	Teacher		Darius Novilas	4-14-11
Erin Neidt	Teacher		Erin Neidt	4-14-11
Jennifer Dowd	Teacher		Jennifer Dowd	4-14-11
Jennifer Krydynski	Teacher		Jennifer Krydynski	4-14-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Hancock College Preparatory High School
DATE OF MEETING 4-14-11	LOCATION OF MEETING Hancock	

PURPOSE OF MEETING
RTI Process - Faculty Update - 4th period

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Karin Ben	AP	Hancock	KB	4/14/11
Carole Eberhardt	CTT/Instruc.Tchr.	Sp. Ed.	Carole	4/14/11
NICOLE MAGNAN	TEACHER	HANCOCK	NM	4.14.11
Yolanda Mendez	Administrative ^{Assiste}	Hancock	Yolanda Mendez	4-14-11
Matthew Bozik	Teacher	Hancock	Matthew Bozik	4/14/11
Paul Mirek	Teacher	Hancock	Paul Mirek	4-14-11
Jeanne Miller	Teacher	Hancock	J Miller	4.14.11
MARTIN PRUDHOMRE	RTI COORDINATOR	HANCOCK	M Prudhomme	4/14/11

CHICAGO PUBLIC SCHOOLS
JOHN HANCOCK PREPATORY HIGH SCHOOL
4034 W. 56TH STREET
CHICAGO, ILLINOIS 60629
(773)535-2410

Pamela Glynn, Principal

Karen Boran, Assistant Principal

AGENDA
NCLB/PAC
APRIL 14, 2011

Welcome/ Bienvenida.....Maria Herrera

Call to order/Llamara a la Orden.....Maria Herrera

Roll call/Lista de Asistencia.....Maria Herrera

PAC Minutes and Announcements/ aprobación de Minutas y
Anuncios, Maria Herrera

Dr. Karen Boran, Assistant Principal will be presenting
information on The School Important Grant.

Frida Kahlo Community Organization/CASA
Guest Speaker, ROBERTO MONTEJANO

“ALCOHOL AND DRUG PREVENTION”

Public Participation/ Participación Publica

Adjournment/Levantamiento

Next Meeting April 14, 2011 at 9:00 a.m.

SIE Grant Update

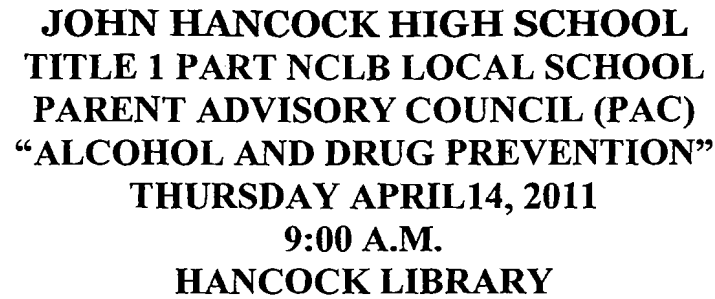


JOHN HANCOCK HIGH SCHOOL
TITLE 1 PART NCLB LOCAL SCHOOL
PARENT ADVISORY COUNCIL (PAC)
"ALCOHOL AND DRUG PREVENTION"
THURSDAY APRIL 14, 2011

9:00 A.M.

HANCOCK LIBRARY

Name Nombre	Address Dirección	Telephone Teléfono	Name of Student	Grade Grado	Division #
1 Rosalba Contreras	5911 S. Kilbourn Ave.	(773) 593-3345	Jacqueline Contreras	11	201
2 Maribel Romero	5827 S. St. Louis Ave.	(773) 816-4034	Judith Romero	10	309
3 Yesenia Puebla	5827 S. St. Louis Ave.	(773) 692-1298	Cesar Romero	12	109
4 Maria Puebla	5827 S. St. Louis Ave.	(773) 692-1298			
5 Elvia Toledo	5955 S. Tripp Ave.	(773) 727-4168			
6 Lina Sosa	5624 S. Kostner Ave.	(773) 767-3942	Judy Sosa	12	103
7 Zuleica Armendariz	5550 S. Kilbourn	(773) 812-2754	Brenda Armendariz	9	406
8 Laura Guzman	5630 S. Kostner	(773) 581-1433	Jose N. Guzman	10	305
9 Maria Elena Ruiz	6112 S. Keeler	(773) 592-5096	Melissa Torres	11	905
10 Veronica Bautista	6115 S. Kildare	(773) 582-6901	Marco Bautista	11	202
11 Adela Gomez	6201 S. Kildare Ave.	(773) 593-5335			
12 Maria D. Horvath	5817 S. St. Louis	(773) 737-2632	Gabriel Horvath	12	106
13 Maurya Uadina	2332 S. St. Louis Ave.	(773) 699-0061			
14 Concepcion Reyes	6618 S. Komenisky	735 12 96	Jennifer Rodriguez		
15 LIDIA Roman	3547 W 59th St	(773) 424-8559	Guadalupe Roman	11	2

[illegible]

64 sig*

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Hancock College Preparatory High School

DATE OF MEETING <u>4-07-11</u>	LOCATION OF MEETING <u>Hancock High School</u>

PURPOSE OF MEETING <u>Report Card Pick-up Parent SIG Parent Information Sessions</u>

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Karen Boran	Asst. Princ.	Hancock	<i>K. Boran</i>	4-07-11
Angela Bustos	Parent Advocate	Hancock	<i>Angela Bustos</i>	4/07/11
Adela Gomez	Community Worker	Hancock	<i>Adela Gomez</i>	4/07/2011
Maria D. Herrera	Parent	Hancock	<i>M. D. Herrera</i>	4/07/2011
Vanessa Luna	Parent	Hancock	<i>Vanessa Luna</i>	4-7-11
Rosa Bautista	Student	Hancock	<i>Rosa Bautista</i>	4-7-11
Luis Bautista	Student	Hancock	<i>Luis Bautista</i>	4-7-11
Veronica Bautista	Parent	Hancock	<i>Veronica Bautista</i>	4-7-11
Carla Garcia	Parent	Hancock	<i>Carlos Garcia</i>	4-7-11
Notely Sanchez	Student	Hancock	<i>Notely Sanchez</i>	4-7-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Hancock College Preparatory High School
DATE OF MEETING 4-07-11	LOCATION OF MEETING Hancock	

PURPOSE OF MEETING
Rept. Card Pick Up - SIG Parent Info Sessions

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Lidia Ramón	Padre	Hancock	Lidia Ramón	4-7-11
Rocio Lozada	Padre	Hancock	Rocio Lozada	4-7-11
Bertha Anayo	madre	hancock	Bertha anayo	4-7-11
Yaelra Sarez	Madre	Hancock	Yaelra Sarez	4-7-11
Roberto Montesinos	student	Hancock	Roberto Montesinos	4-7-11
Louises Montesinos	MAMA'	HAN COCK	Roberto Montesinos	4-7-11
Maria Elena Ruiz	mama	Hancock	Maria Elena Ruiz	4-7-11
Melissa Torres	student	Hancock	Melissa Torres	4-7-11
Jennifer Ruiz	student	Hubbard	Jennifer Ruiz	4-7-11
Enilio Sandoval	Padre	HANCOCK	Enilio Sandoval	4-7-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Hancock College Preparatory High School
DATE OF MEETING 4-07-11	LOCATION OF MEETING Hancock	

PURPOSE OF MEETING
Rept Carol Pick Up: SIG Parent Info Session

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Izabela Pastora	Parent	Hancock	Izabela Pastora	4-07-11
Agnieszka Pastwa	Student	Hancock	Agnieszka Pastwa	4-7-11
Alicia Gelasio	Parent	Hancock	Alicia Gelasio	4-7-11
Fabiola Villagomez	Student	Hancock	Fabiola Villagomez	4-7-11
Julia Gonzales	Parent	Hancock	~~Julia~~	4-7-11
Angelica Padilla	Parent	Hancock	Angelica Padilla	4-7-11
Leonardo Padilla	Student	Hancock	Leonardo Padilla	4-7-11
Luis Padilla	Student	Hancock	Luis Padilla	4/7/11
Lina Sosa	parent	Hancock	Lina Sosa	4/7/11
Andy Sosa	Student	Hancock	Andy Sosa	4/7/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Hancock College Preparatory High School
DATE OF MEETING 4-07-11	LOCATION OF MEETING Hancock	

PURPOSE OF MEETING

Rpt card Pick-up: Parent info mtg

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Jesse Sosa	Student	Hancock	Jesse Sosa	4/7/11
Gloria Arellano	Mama	Hancock	Gloria Arellano	4/7/11
Edda Garcia	Student	Hancock	Edda Garcia	4-7-11
Maribel Romero	Mother	Hancock H.S.	Maribel Romero	4-7-11
Cesar Romero	Student	Hancock H.S.	Cesar Romero	4-7-11
Judith Romero	Student	Hancock H.S.	Judith Romero	4-7-11
Maribel Maldonado	Mama	Hancock H.	Maribel Maldonado	4-7-11
Victor Quintero	Student	Hancock H.S.	Victor Quintero	4-7-11
Sergio Rodriguez	Student	Hancock H.S.	Sergio Rodriguez	4-7-11
Gabriel Plasencia	Student	Hancock H.S.	Gabriel Plasencia	4-7-11

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

Page 5 of 7

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Hancock College Preparatory High School
DATE OF MEETING 4-07-11	LOCATION OF MEETING Hancock	

PURPOSE OF MEETING

Rpt Card Pick-up: Parent & Student Sessions

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Christopher Garcia	Parent	Hancock	Christ Garcia	4/7/11
Alexander Gomez	Student	Hancock	Alexander Gomez	4/7/11
Laura Guzman	Parent	Hancock	LAURA GUZMAN	4/07/11
Jose Guzman	Student	Hancock	JOSE GUZMAN	4/07/11
LILIANA BARRERA	PARENT	HANCOCK	Liliana Barrera	04-07-11
Ivan Romero	Student	Hancock	Ivan Romero	4-7-11
Fabian Salgado	Student	Hancock	Fabian Salgado	4/7/11
Stephanie Garcia	Student	Hancock	Stephanie Garcia	4-7-11
Mauricio Garcia	Parent	Hancock	Mauricio Garcia	4/7/11
Veronica Esquivel	Parent	Hancock	Veronica Esquivel	4/7/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299		REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025		SCHOOL NAME Hancock College Preparatory High School	
DATE OF MEETING 4-07-11		LOCATION OF MEETING Hancock			
PURPOSE OF MEETING Rpt Card Pick-up: Parent Info Session					
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE	
Santos E. Arcevedo	Student	Hancock	Santos E. Arcevedo	4/7/11	
Roxana Gonzalez	Mother	Hancock	Roxana Gonzalez	4/7/11	
Santos A. Escoto	Father	Hancock	Santos A. Escoto	4/7/11	
Daniel Torres	student	Hancock	Daniel Torres	4/7/11	
Laura Esquivel	Student	Hancock	Laura Esquivel	4/7/11	
Wesam Salama	Student	HAWCOCK	Wesam Salama	4/7/11	
Maria Hurtado	padre	Hancock	Maria Hurtado	4/7/2011	
Cesar Hurtado	Father	Hancock	Cesar Hurtado	4/7/11	
Manuel Hurtado	Student	Hancock	Manuel Hurtado	4/7/11	
Adrian Estrada	Student	Hancock	Adrian Estrada	4/7/11	

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Hancock College Preparatory High School
DATE OF MEETING <u>4-07-11</u>	LOCATION OF MEETING <u>Hancock</u>	

PURPOSE OF MEETING

Ret Card Pick-Up: Parent & Child Sessions

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Marisol Estrada	Mother	Hancock	Marisol Estrada	4-7-11
Reymundo Aguayo	FATHER	HANCOCK	Reymundo Aguayo	4-7-11
Kristen Aguayo	STUDENT	HANCOCK	Kristen Aguayo	4-7-11
Lorenzo Aguayo	Student	John Hancock	Lorenzo Aguayo	4-7-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Hancock College Preparatory High School
DATE OF MEETING 4/05/06	LOCATION OF MEETING Hancock	

PURPOSE OF MEETING
Community Based Org Part. Outreach

ATTENDING

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Lila FCF</i>	<i>CPDO</i>	<i>Umoja SOC</i>	<i>Lila FCF</i>	<i>April 5, 2011</i>
<i>Sarah Duncan</i>	<i>Co-Director</i>	<i>NCS</i>	<i>S. Duncan</i>	<i>4/5/11</i>
<i>Rito Martinez</i>	<i>Trans Manag.</i>	<i>NCS</i>	<i>Rito Martinez</i>	<i>4/5/11</i>
<i>PAM GLYNN</i>	<i>Principal</i>	<i>Hancock</i>	<i>P.J. Glynn</i>	<i>4/5/11</i>
<i>Karen Boran</i>	<i>AP</i>	<i>Hancock</i>	<i>Karen Boran</i>	<i>4/5/11</i>

Appendix C

LEA/School Stakeholders Consultation Confirmation Form

Page ____ of ____

Instructions: To verify active stakeholder engagement in the FY 2012 SIG 1003(g) application process, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting.** Attach the original and requested copies with submitted FY 2012 SIG 1003(g) Application.

RCDT Code:		Name of District		Name of School	Hancock
Date & Time of Meeting	March 8, 2011		Location	Hancock	
Purpose of Meeting	SIG planning w/ Lead Partner				

PARTICIPANTS

[illegible]

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Hancock College Preparatory High School
DATE OF MEETING 3/02/11		LOCATION OF MEETING 4034 W. 56th Street

PURPOSE OF MEETING
Local School Council

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Alma Luna	Parent/Rep		[Signature]	3/1/11
Elena Lopez	Parent/Rep		[Signature]	3/1/11
AUDREY MCINERNEY	PARENT REA		[Signature]	3/1/11
Juana Estela Ruiz	LSC Member		[Signature]	3/1/11
Maribel Quielle-Silva	Teacher Rep		[Signature]	3/1/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <i>Hancock</i>

DATE OF MEETING <i>Feb 7, 2011</i>	LOCATION OF MEETING <i>Hancock</i>

PURPOSE OF MEETING <i>SIG Planning Mtg</i>

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Jacquelyn Lemon</i>	<i>Leadership Coach</i>	<i>NCS / U of C</i>	<i>Jacquelyn Lemon</i>	<i>2/7/11</i>
<i>PAM GLYNN</i>	<i>PRINCIPAL</i>	<i>HANCOCK</i>	<i>Pam Glynn</i>	<i>2/7/11</i>
<i>Sarah Duncan</i>	<i>Co-Director</i>	<i>NCS</i>	<i>S Duncan</i>	<i>2/7/11</i>
<i>Camille Farrington</i>	<i>Research Assoc.</i>	<i>NCS / U of C</i>	<i>CHAFIT</i>	<i>2/7/11</i>

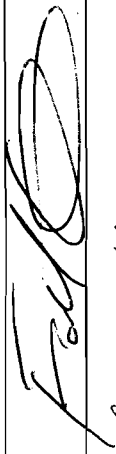
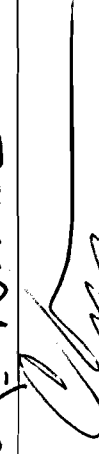
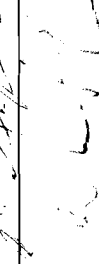
FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
		Hancock

DATE OF MEETING	LOCATION OF MEETING
1/28/11	Hancock

PURPOSE OF MEETING
Staff meeting, Prof. dev.

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
FRED KOWALSKI	Teacher	Hancock		1/28-11
Arthella Wells	Teacher Librarian	Hancock		1-28-11
Marcus DeSanctis	Teacher	Hancock		1-28-11
Rebecca Dommer	Teacher	Hancock		1-28-11
Colette Kyea	Teacher	Hancock		1/28/11
Shogallan	teacher	Hancock		1/28/11
Jason Hupnek	teacher	Hancock		1/28/11
Robert Phillips	teacher	Hancock		1/28/11
Amy Phillips	teacher	Hancock		1/28/11
Rena Walkosz	teacher	Hancock		1/28/11

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <u>Hancock</u>
DATE OF MEETING <u>1/28/11</u>	LOCATION OF MEETING <u>Hancock</u>	

PURPOSE OF MEETING
Staff meeting, Prof. dev.

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<u>Jane</u>	<u>Spanish teacher</u>	<u>Hancock</u>	<u>[Signature]</u>	
<u>Letitia</u>	<u>English teacher</u>	<u>Hancock</u>	<u>[Signature]</u>	
<u>MARTIN P. AMORE</u>	<u>TEACHER</u>	<u>Hancock</u>	<u>[Signature]</u>	<u>1/28/11</u>
<u>Jennifer Krydzinski</u>	<u>Teacher</u>	<u>Hancock</u>	<u>[Signature]</u>	<u>1/28/11</u>
<u>Matthew Bozick</u>	<u>Teacher</u>	<u>Hancock</u>	<u>[Signature]</u>	<u>1/28/11</u>
<u>Madeline O'Malley</u>	<u>Teacher</u>	<u>Hancock</u>	<u>[Signature]</u>	<u>1-28-11</u>
<u>[Signature]</u>	<u>[Signature]</u>	<u>[Signature]</u>	<u>[Signature]</u>	<u>[Signature]</u>
<u>Vanessa P. Hernandez</u>	<u>Teacher</u>	<u>Hancock</u>	<u>[Signature]</u>	<u>1-28-11</u>
<u>Darius Norvilas</u>	<u>Teacher</u>	<u>Hancock</u>	<u>[Signature]</u>	<u>1-28</u>
<u>[Signature]</u>	<u>CTT Tchr.</u>	<u>Hancock</u>	<u>[Signature]</u>	<u>1-28</u>

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <i>Hancock</i>

DATE OF MEETING <i>1/28/11</i>	LOCATION OF MEETING <i>Hancock</i>

PURPOSE OF MEETING <i>Staff meeting, Prof. dev.</i>

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Karen Boran</i>	<i>SP</i>	<i>Hancock</i>	<i>Karen Boran</i>	<i>1/28/11</i>
<i>Jose Brevil</i>	<i>Programmer</i>	<i>Hancock</i>	<i>Jose Brevil</i>	<i>1/28/11</i>
<i>Arlan Phillips</i>				
<i>Dannika (CSE)</i>				<i>1/28/11</i>
<i>Jennifer Stitz</i>	<i>teacher</i>	<i>Hancock</i>	<i>Jennifer Stitz</i>	<i>1/28/11</i>
<i>Joshua Pilon</i>	<i>teacher</i>	<i>Hancock</i>	<i>Joshua Pilon</i>	<i>1/28/11</i>
<i>Alexander Alvarez</i>	<i>student-teacher</i>	<i>Caydon</i>	<i>Alex Alvarez</i>	<i>1-28-11</i>
<i>Anna Montgomery</i>	<i>teacher</i>	<i>Hancock</i>	<i>Anna Montgomery</i>	<i>1-28-11</i>
<i>Julie Shinder</i>	<i>teacher</i>	<i>H</i>	<i>Julie Shinder</i>	<i>1-28-11</i>

Page 4 of 6

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DATE OF MEETING ✓ 28/11	LOCATION OF MEETING Hancock

PURPOSE OF MEETING Staff meeting, Prof. dev.

[illegible]

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

Page ____ of ____

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <i>Hancock</i>
DATE OF MEETING <i>Jan 24, 2011</i>	LOCATION OF MEETING <i>Hancock</i>	
PURPOSE OF MEETING		

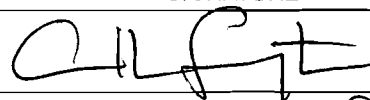
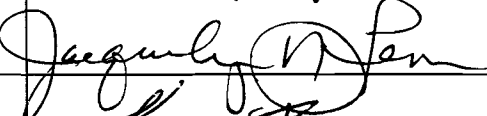
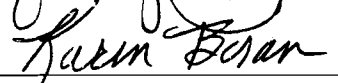
PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Jacquelyn Lemon</i>	<i>Leadership Coach</i>	<i>Network for College Success</i>	<i>Jacquelyn Lemon</i>	<i>1/24/11</i>
<i>Karen Boran</i>	<i>AP</i>	<i>Hancock</i>	<i>Karen Boran</i>	<i>1/24/11</i>

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME Hancock
DATE OF MEETING Jan 21, 2011		LOCATION OF MEETING
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Camille Farrington	Research Assoc.	NCS/U of C		1/21/11
Jacquelyn Lemon	Leadership Coach	NCS/U of C		1/21/11
Juan Boran	AP	Hancock		1/21/11

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

Page ____ of ____

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <i>Hancock</i>
DATE OF MEETING <i>Jan 12, 2011</i>	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Camille Farrington</i>	<i>Research Assoc.</i>	<i>U of C / NCS</i>	<i>CIL Fjt</i>	<i>1/12/11</i>
<i>Karen Boran</i>	<i>AP</i>	<i>Hancock</i>	<i>Karen Boran</i>	<i>1/12/11</i>
<i>Sarah Duncan</i>	<i>Co-Director</i>	<i>U of C / NCS</i>	<i>S Duncan</i>	<i>1/12/11</i>

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 1/11/11	LOCATION OF MEETING TAMS	
PURPOSE OF MEETING SIPG WELLS + HANCOCK - NETWORK OF COLLEGE SUCCESS AS LEAD PARTNER		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Orlando Ramos	Director	OSI	[Signature]	1/11/11
Carvelyn Lemon	Leadership Coach	Network for College Success	[Signature]	1/11/11
Camille Farrington	Research Associate	Univ of Chicago	[Signature]	1/11/11
[Signature]	Dev. & Evaluation Mgr.	School of Social Service & Health	[Signature]	1/11/11
Sarah Duncan	Co-Director/NCS	SSA	[Signature]	1/11/11
Ernesto Martin	Principal	Wells	[Signature]	1/11/11

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

Page ____ of ____

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <i>Hancock</i>
DATE OF MEETING <i>January 7, 2011</i>	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

	NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
	<i>Karen Boran</i>	<i>AP</i>	<i>Hancock</i>	<i>Karen B.</i>	<i>1/07/11</i>
	<i>Jacquelyn Lemon</i>	<i>Leadership Coach</i>	<i>NCS of U of C</i>	<i>Jacquelyn Lemon</i>	<i>1/07/11</i>
<i>SD</i>	<i>Sarah Duncan</i>	<i>Co-Director</i>	<i>NCS / U of C</i>	<i>S. Duncan</i>	<i>1/7/11</i>
<i>HA</i>	<i>Arlene Monning</i>	<i>Resident Principal</i>	<i>Hancock</i>	<i>Arlene Monning</i>	<i>1/7/11</i>
<i>PG</i>	<i>Pam Blynn</i>	<i>PRINCIPAL</i>	<i>HANCOCK</i>	<i>P. Blynn</i>	<i>1/7/11</i>
<i>AM</i>					

JOHN HANCOCK HIGH SCHOOL

PAMELA GLYNN, PRINCIPAL
4034 WEST 56TH STREET
CHICAGO, ILLINOIS 60629
773 535 2410 • FAX 773 535 2434

Local School Council

L.S.C. Agenda for 7 December 2010

LSC Chairperson

- Call meeting to order
- Roll Call
- Approval of agenda and minutes from Nov. 9, 2010
- Announce results of LSC teacher election: Jaime Avalos elected Nov. 19, 2010
- Public Comment

REPORTS:

Principal

- Expenditures: Review expenditures for month of November
- SIPG: ISBE Grant, Engagement process for Transformation Grant in progress
- Teachers submit progress reports, Dec. 13

STUDENT ACTIVITIES/NEWS:

- On Track 9th/10th grade ice cream social
- ACT prep classes on Sat. funded by GEAR Up
- Christmas concert, Dec. 9, 7:00 pm
- The Matchmakers, Dec. 2
- University of the Sacred Heart, PR., Interviews for scholarships, Dec. 7
- Service Learning food drive for Greater Chicago Food Depository
- Close Up 2010 student cohort was selected
- Cooking Club brownie fest and pot luck
- Smile Mobile, Dec. 6: 200 check-ups
- New Year 2011 Dance, Jan. 14
- OLD BUSINESS
- NEW BUSINESS

Dean's Report

Engineer's Report

- Announce Date of Next Meeting: January 4, 2011
- Adjourn

JOHN HANCOCK HIGH SCHOOL

PAMELA GLYNN, PRINCIPAL
4054 WEST 56TH STREET
CHICAGO, ILLINOIS 60629
773 535 2410 • FAX 773 535 2434

Local School Council

L.S.C. Attendance for 12-7-10

LSC MEMBERS	VISITORS
JAIME AVALOS	
ALICIA GELACIO	Judith Diaz
ROSA MARIA JURADO	Ron Donahue Eng
ELENA M. LOPEZ	Elena Lopez
ALEX MARQUEZ	
AUDREY MCINERNEY	
NANCY MUNOZ SEELENTAG	
MARDEL OUIELLE-SILVA	
JUANA RUIZ	
PAMELA J GLYNN	KAREN M BORAN



John Hancock High School

Transformation Grant Informational Meeting

December 7, 2010

Teacher Name	Signature	Teacher Name	Signature
1. Aldana, Jesus		38..McDonnell, James P.	
2. Avalos, Jaime		39.Michaels, James B.	
3. Baranoff, Sarah L.		40 Miller, Jeanine M.	
4. Bontz, Hilary		41 Mirek, Paul D	
5. Boran, Karen M.		42 Montgomery, Anna C	
6. Bozik, Matthew		43. Moreno, Erika	
7. Brevil, Jose F.		44. Neidt, Erin	
8. Castillo, Raul		45. Norvilas, Darius M.	
9. Catomer, John A.		46. O'Malley, Madeline H.	
10. Cieslowski, Daniella		47.Ouiellé-Silva, Maribel	
11. Corral, Mary		48.Paleothodoros, Nicole	
12. DeSantiago, Marco		49. Phillips, Aidan	
13. Dommer, Rebecca		50 Phillips, Amy C.	
14. Dowd, Jennifer		51 Pilar Jeschelyn	
15. Eberhardt, Carole		52.Rogalla, Melissa M.	
16. Farr stephen		53.Romero, Juan	
17. Gerner, Crystal		54..Ruiz, Darlene L.	
18. Gomez, Denise M.		55.Safranek, Jason A.	
19 Gowrylow, Christina, L		56.Schmidt, George J.	
20 Green, Hillarie		57..Scollard, Ashley L.	
21 Harris-Neely, Gayle		58.Sheridan, Julie A.	
22 Hernandez, Leticia		59.Stites, Jennifer M.	
23 Hernandez, Vanessa		60.Toro, David A.	
24 Holder, Dan		61.Trainor, Dennis R.	
25. Keys, Shawn		62. Walkosz, Renata K.	
26 Koentopp-Vanek, Elyn		63. Wells, Arthella E.	
27. Konrath, Fred			
28. Kopon, Colette L.			
29. Krydynski, Jennifer M.			
30 .Lietz, Richard			
31. Lohmeier, James A.			
32. Magnan, Nicole K.			
33..Mangan Lamboy, Patricia			
34..Manning Arlene			
35..Martinez, Maria Paz			
36..Marzano, Michael			
37..McCartney, Scott G.			



John Hancock High School
ILT
11-16-10

SIPG
presentation

	TEACHERS NAME	SIGNATURE
1	Gayle Harris-Neely	Gayle Harris-Neely
2	Rick Lick	
3	Jennifer Stiles	Jennifer Stiles
4	Daniel Holder	Daniel Holder
5	Paul Mirza	Paul Mirza
6	Orlando Ramos	Orlando Ramos
7	Angie Alleman	Angie Alleman
8	PAM GLYNN	Pam Glynn
9	Jose Brevil	Jose Brevil
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		
32		
33		
34		
35		
36		

OSI

15-016-299-025 | Chicago Public Schools

Appendix D: Stakeholder Consultation Confirmation

Juarez Community Academy



Chicago Public Schools

1450 – 1510 W. Cermak. ♦ Chicago IL 60608 ♦ (773) 534-7030 ♦ Fax (773) 534-7058

Mr. Juan Carlos Ocon
Principal

Dr. Richard Gelb
Ms. Laura LeMone
Assistant Principals

Benito Juárez Community Academy
Local School Council - Concilio Escolar Local

La reunión del concilio local de la escuela comunitaria Benito Juarez es el 9 de Marzo 2011 a las 5:30 de la tarde en el primer piso (patio).

Notice is hereby given that the LSC has scheduled a meeting at 5:30 pm. on March 9, 2011 in the "Patio" at 1450 - 1510 W. Cermak 1st Floor (patio).

- I. Call Meeting to Order / *Comienzo de la Reunión*
- II. Roll Call / *Asistencia*
- III. Approval of previous minutes / *Aprobación de minutas*
- IV. Reports / *Reportes*
 - Principal / *Director*
 - i. New LSC student representative 2011-2012: Nuevo miembro del CEL 2011-2012: Jenny Villanueva
 - ii. Academies/Academias: renovations/renovaciones
 - iii. SIPAAA
 - iv. Cell phone policy/Reglas para uso de celular
 - v. Special Education Program (LRE): programa de educacion especial (LRE): Audit/Auditoria
 - LSC Chair / *Presidenta del concilio*
 - i. Parent University/Universidad de Padres
 - ii. Tax assistance program: Programa de impuestos
 - PAC
 - BAC:
 - PPLC
- V. New Business / *Asuntos nuevos*
 - i. Initiate the process to fill the parent representative vacancy on the LSC/Posicion vacante de CEL (representante de padres)
- VI. Public participation / *Participación del publico*
- VII. Adjournment / *Clausura*

Next meeting (*Próxima reunión*): 15 de Abril, 2011 5:30 PM

14th of April

Juan Carlos Ocon

Benito Juarez Community Academy



Proud!...Strong!...Soaring to New Heights!...

March 9, 2011
LSC Meeting

PARENT REPRESENTATIVES

NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Alonso, Bianca	316 N.	(773) 349-0568	alonso@goldenapple.org	Bianca Alonso
Beltran, Isabel		(773) 715-5533	isabeltjz@hotmail.com	Isabel Beltran
Gomez, Rosa	1735 W 21 PL	(312) 315-4050	Rosa67gomez@yahoo.com	Rosa Gomez
Juarez, Ana Maria	2735 W 38 PL	(773) 574-7176	nmrjuarez@yahoo.com	Ana Maria Juarez
Mora, Raymundo		(773) 254-2703	rmora03@sbeglobal.net	Raymundo Mora
Salinas, Antonia		(312) 833-5880	antoniasalinas525@hotmail.com	Antonia Salinas

COMMUNITY REPRESENTATIVES

NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Sanchez, Vincente		(773) 680-4250 (773) 847-1872	vsanchezjr@gmail.com	Vincente Sanchez
Obregon, Alvaro		(312) 243-9927	aobregon@resurrectionproject.org	Alvaro Obregon
Ramos, Orlando	Office Transformation Support T			Orlando Ramos

SCHOOL REPRESENTATIVES

NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE

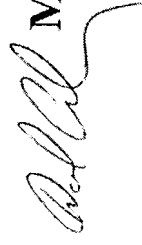
Gamez, Arturo		(312) 316-5123	agamez77@ps.edu	
Valdez, Jose		(708) 670-9309	jvaldez4@ps.edu	
STUDENT REPRESENTATIVES				
NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Tapia, Arely				

Colon, Derrick

(773) 710-9906

Derrick.K.Colon@gmail.com

March 9, 2011





Mr. Juan Carlos Ocon
Principal

Dr. Richard Gelb
Ms. Laura LeMone
Assistant Principals

Benito Juárez Community Academy
Local School Council - Concilio Escolar Local

La reunión del concilio local de la escuela comunitaria Benito Juarez es el 10 de Febrero 2011 a las 5:30 de la tarde en el primer piso (patio).

Notice is hereby given that the LSC has scheduled a meeting at 5:30 pm. on February 10, 2011 in the "Patio" at 1450 - 1510 W. Cermak 1st Floor (patio).

- I. Call Meeting to Order / *Comienzo de la Reunión*
- II. Roll Call / *Asistencia*
- III. Approval of previous minutes / *Aprobación de minutas*
- IV. Reports / *Reportes*
 - Principal / *Director*
 - i. New LSC member: Nuevo miembro del CEL: Senor Colon
 - ii. Academies/Academias: aplicaciones/applications, Interviews/Entrevistas
 - iii. ISBE grant/Fondos del estado
 - iv. Special Education Program(LRE): programa de educacion especial (LRE)
 - v. 2011-2012 projections/proyecciones estudiantil para el nuevo ano escolar
 - vi. Chicago Shakespeare Theatre: La visita de teatro Shakespeare de Chicago a la Juarez
 - vii. Music Unites donation/ Donacion de Music Unites
 - viii. CAO principal evaluation/Evaluacion del Director del CAO
 - LSC Chair / *Presidenta del concilio*
 - i. Parent University/Universidad de Padres,
 - ii. Entrevistas para las Academias/Academy Interviews
 - iii. Tax assistance program: Programa de impuestos
 - PAC
 - BAC: Access testing/Examen Access para todos los estudiantes del programa bilingue
 - PPLC
- V. New Business / *Asuntos nuevos*
 - i. Announcement of parent vacancy on the LSC/ Anuncio de posición vacante en el CEL (representante de padres)
- VI. Public participation / *Participación del publico*
- VII. Adjournment / *Clausura*

Next meeting (*Próxima reunión*): 9 de Marzo, 2011 5:30 PM

Benito Juarez Community Academy



Proud!...Strong!...Soaring to New Heights!...

February 10, 2011
LSC Meeting

PARENT REPRESENTATIVES				
NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Alonso, Bianca	1314 W. 19th St	(773) 349-0568	alonso@goldenapple.org	Bianca E. Alonso
Beltran, Isabel		(773) 715-5533	isabeltiz@hotmail.com	
Gomez, Rosa	1735 W 21st PL	(312) 315-4050	Rosa67gomez@yahoo.com	Rosa Gomez
Juarez, Ana Maria	2735 W. 21st Pl.	(773) 574-7176	nmrjuarez@yahoo.com	Ana Maria Juarez
Mora, Raymundo		(773) 254-2703	rmora03@sbcglobal.net	Raymundo Mora
Salinas, Antonia		(312) 833-5880	antoniasalinas525@hotmail.com	
COMMUNITY REPRESENTATIVES				
NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Sanchez, Vincente		(773) 680-4250 (773) 847-1872	vsanchezjr@gmail.com	
Obregon, Alvaro		(312) 243-9927	aobregon@resurrectionproject.org	Alvaro R. Obregon
SCHOOL REPRESENTATIVES				
NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE

Gamez, Art	<i>A. Perez</i>	(312) 316-5123	a jez@cps.edu	
Valdez, Jose		(708) 670-9309	jimvaldez@cps.edu	
STUDENT REPRESENTATIVES				
NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Tapia, Arely				

Colon, Derrick (773) 710-9906 Derrick.Colon@gmail.com *D.C.*

Dale Rums Office of Transformation Support

Page _____ of _____

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

[illegible]

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <i>Juarez</i>
DATE OF MEETING <i>1/26/2011</i>	LOCATION OF MEETING <i>Juarez H.S.</i>	
PURPOSE OF MEETING <i>SIG</i>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Juan Carlos Ocon</i>	<i>Principal</i>	<i>Benito Juarez</i>	<i>Juan Carlos Ocon</i>	<i>1-20-11</i>
<i>Orlando Ramo</i>	<i>Director</i>	<i>OSI</i>	<i>O. Ramo</i>	<i>1-20-11</i>



Benito Juarez Community Academy
1450-1510 W. Cermak Rd.
Chicago IL. 60608

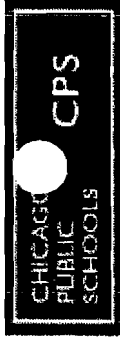
1/19/11

NCLB - No Child Left behind Title 1 Parent Advisory Council - PAC
NCLB - Que Ningún Niño Se Quede Atrás del PAC Asesor de padres
Wednesday, January 19, 2011 at 5:30
Miércoles, 19 de enero del 2011 a las 5:30

- I. *Welcome by Mr. Ocón / Bienvenida por el Sr. Ocón*
- II. *Reading of the minutes from the last meeting/ Aprobación de las minutas de la última reunión.*
- III. *Region V National Coalition of Title I Parents professional Development March 16th - 20th / Taller de Padres del título 1 Región V Asesor de Padres del 16 al 20 de marzo*
- IV. *ISBE Grant*
- V. *Parent Compact and Policy/ Compacto de padres y Póliza*
- VI. *CEDA; Raquel García/ CEDA*
- VII. *Special Ed. Information /Información del programa de Educación Especial*
- VIII. *Questions/Preguntas*
- IX. *Closure of meeting/Clausura de reunión*
- X. *Next meeting: February 16, 2011 /Próxima Reunión: 16 de febrero del 2011*

REFRESHMENTS ARE PROVIDED BY THE PARENTS TITLE 1 FUNDS.
REFRESCOS SERAN SERVIDOS CON FONDOS DEL TITULO 1 DE PADRES

Joan M. Ocon



1/19/11

Benito Juarez Community Academy School

Title I, Part A Parent Advisory Council (PAC) Meeting
Sign-In Sheet

Date: January 19, 2011

Name	Address	Telephone	Student's Name
Raquel Garcia	1915 S Blue Island Chgo IL 60608	(312) 850-2660	Speaker on behalf of Spanish Coalition
Maria Vallaibares	—	275 208 9940	MARCELA VALLADA
MICHEL JUAREZ	—	312-243-0817	RUBI SELVA JSA RAMIRO J.B
Carmen Corana	33285 Carpenter 1612 S. ALPORT	773-657-0230	
PASCASIO BERNABE		312-243-7506	ASIGAL BERNABE
Anafija Soto	1612 S. Alport	11	Abigail Bernabe
María Muñoz	22-33 W 21 st St	(773) 523-2364	GABRIELA M. DIANA MUÑOZ
Carmen Ortega	2100 W Cermak	773) 354-5803	KEVIN GOMEZ
Gloria Pacheco	2100 W Cermak	312 862 9335	Nancy Pacheco
MANUEL DIAZ	1927 S. Morgan	(773) 567-3576	Edwin Diaz
MARIA E. RUIZ	1721 W. 21 PL.	312) 823-8991	THOMAS R. Y GUADALUPE RUIZ
Rosa Martinez	1618 W 18 PL	312 563-1562	Omar y Alejandra
Ana Maria Nunez	1738 W 19 th	(312) 226-4317	Jaime Nunez
Antonina Salinas	1609 S. Alport	312 833-5880	Brian Moreno



Benito Juarez Community Academy School

**Title I, Part A Parent Advisory Council (PAC) Meeting
Sign-In Sheet**

1/19/11

Date: January 19, 2011

Name	Address	Telephone	Student's Name
Concepción Juárez	2735 W. 38th St.	(773) 5-747176	Diana Galvan
Olivia Galt	300 S. Damen Ave.	(312) 404-2385	_____
Serafin Coronado	2731 W 15 Pl	773-521-3255	Rafael Coronado
Martin Coronado	2731 W 15 Pl	773) 521-3255	Rafael Coronado
Alexandra Cortiz	1908 S Loomis	312 829-0864	Ivaca Diaz
Fernando Prayas	2026 S. Blue Island Ave.	(312) 320 6958	_____
Andrea Lopez	2026 S. Blue Island Ave.	(773) 841-3531	_____
Clara D Cazarin	1611 S. Throop P	(312) 576-0446	Jennifer Hernandez
Edith Corona	3329 S Carpenter	773 209-7179	Emily Corona
Mixed Bustos	3541 S Mozart St	773 203 1396	Angie Bustos
Mania P.	3541 S. Mozart St.	773 376-3811	Aguene Bustos
Guadalupe	Juarez	4-7030	Kodos
Brian E Thomas	1814 W 19th	(773) 1344-0568	1
Eva Melgosa	1800 S. Carpenter	(773) 1450-8565	Serafin Melgosa



Benito Juarez Community Academy School

**Title I, Part A Parent Advisory Council (PAC) Meeting
Sign-In Sheet**

Date: January 19, 2011[illegible]



Chicago Public Schools

BENITO JUAREZ COMMUNITY ACADEMY

1450 – 1510 W. Cermak. ♦ Chicago IL 60608 ♦ (773) 534-7030 ♦ Fax (773) 534-7058

Mr. Juan Carlos Ocon
Principal

Dr. Richard Gelb
Ms. Laura LeMone
Assistant Principals

Benito Juárez Community Academy
Local School Council - Concilio Escolar Local

La reunión del concilio local de la escuela comunitaria Benito Juarez es el 12 de Enero 2011 a las 5:30 de la tarde en el primer piso (salón #124).

Notice is hereby given that the LSC has scheduled a meeting at 5:30 pm. on January 12, 2011 in the "Patio" at 1450 - 1510 W. Cermak 1st Floor (Room#124).

- I. Call Meeting to Order / *Comienzo de la Reunión*
- II. Roll Call / *Asistencia*
- III. Approval of previous minutes / *Aprobación de minutas*
- IV. Reports / *Reportes*
 - Principal / *Director*
 - i. Academies/Academias: aplicaciones/applications, Interviews/Entrevistas
 - ii. ISBE grant/Fondos del estado
 - iii. Illinois Legislature changes to LSC/Cambios a la estructura del CEL (LSC)
 - iv. Special Education Program(LRE): programa de educacion especial (LRE)
 - v. Final Exams: Examenes Finales
 - LSC Chair / *Presidenta del concilio*
 - i. Parent University/Universidad de Padres
 - ii. Entrevistas para las Academias/Academy Interviews
 - iii.
 - PAC
 - BAC
 - PPLC
- V. New Business / *Asuntos nuevos*
 - i. Open security position: Nueva posicion de seguridad
 - ii. Transfer of funds for buckets: security, special ed evening school, substitute, ACT tutoring/Transferir fondos para cubrir: seguridad, programa de educacion especial (escuela de noche), substitutos, tutoria para el ACT.
- VI. Public participation / *Participación del publico*
- VII. Adjournment / *Clausura*

Next meeting (*Próxima reunión*): 10 de Febrero, 2011 5:30 PM

Benito Juarez Community Academy



Proud!...Strong!...Soaring to New Heights!...

January 11, 2011
LSC Meeting

NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Alonso, Bianca		(773) 349-0568	alonso@goldenapple.org	<i>Bianca Alonso</i>
Beltran, Isabel		(773) 715-5533	isabeltjz@hotmail.com	
Gomez, Rosa	1735 W 21 PL	(312) 315-4050	Rosa67gomez@yahoo.com	<i>Rosa Gomez</i>
Juarez, Ana Maria	2735 W. 38th	(773) 574-7176	nmjuarez@yahoo.com	<i>Ana Maria Juarez</i>
Mora, Raymundo	1842 W. 23rd	(773) 254-2703	rmora03@sbcglobal.net	<i>Raymundo Mora</i>
Salinas, Antonia	1607 S. Halsted	(312) 833-5880	antoniasalinas525@hotmail.com	<i>Antonia Salinas</i>

NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Sanchez, Vincente		(773) 680-4250 (773) 847-1872	vsanchezjr@gmail.com	<i>Vincente Sanchez</i>
Obregon, Alvaro		(312) 243-9927	aobregon@resurrectionproject.org	<i>Alvaro Obregon</i>

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <i>Juarez</i>
DATE OF MEETING <i>1/3/2011</i>	LOCATION OF MEETING <i>Juarez H.S.</i>	
PURPOSE OF MEETING <i>SIG</i>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Juan Carlos Ocon</i>	<i>Principal</i>	<i>Benito Juarez</i>	<i>Juan Carlos Ocon</i>	<i>1-3-11</i>
<i>Orlando Ramos</i>	<i>Director</i>	<i>OST</i>	<i>O. Ramos</i>	<i>12/1/3/11</i>

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME Juarez
DATE OF MEETING 12/22/2010	LOCATION OF MEETING Juarez H.S.	
PURPOSE OF MEETING SIPG		

[illegible]

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <i>Juarez</i>
DATE OF MEETING <i>12/21/2010</i>	LOCATION OF MEETING	
PURPOSE OF MEETING <i>SIG</i>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Juan Carlos Ocon</i>	<i>Principal</i> ~~<i>Benito Suarez</i>~~	<i>Benito Suarez C.A.</i>	<i>Juan Carlos Ocon</i>	<i>12-21-10</i>
<i>Orlando Ramos</i>	<i>Director</i>	<i>OSI</i>	<i>O. Ramos</i>	<i>12-21-10</i>

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
		Juarez
DATE OF MEETING	LOCATION OF MEETING	
12/15/2010	Juarez H.S.	
PURPOSE OF MEETING		
SIG		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Juan Carlos Ocon	Principal	Benito Juarez C.A.	Juan Carlos Ocon	12-15-10
Orlando Ramos	Director	OST	O. Ram	12-15-10



Chicago Public Schools

BENITO JUAREZ COMMUNITY ACADEMY

12/9/10

1450 – 1510 W. Cermak ♦ Chicago Il 60608 ♦ (773) 534-7030 ♦ Fax (773) 534-7058

Mr. Juan Carlos Ocon
Principal

Dr. Richard Gelb
Ms. Laura LeMone
Assistant Principals

Benito Juárez Community Academy
Local School Council - Concilio Escolar Local

La reunión del concilio local de la escuela comunitaria Benito Juarez es el 9 de Diciembre 2010 a las 5:30 de la tarde en el primer piso (patio).

Notice is hereby given that the LSC has scheduled a meeting at 5:30 pm. on December 10, 2010 in the "Patio" at 1450 - 1510 W. Cermak 1st Floor (patio).

- I. Call Meeting to Order / *Comienzo de la Reunión*
- II. Roll Call / *Asistencia*
- III. Approval of previous minutes / *Aprobación de minutas*
- IV. Reports / *Reportes*
 - Principal / *Director*
 - i. IBSE Grant Update/Reporte de fondos del estado
 - ii. Academies/Academias
 - iii. Special Education Program(LRE): programa de educacion especial (LRE)
 - LSC Chair / *Presidenta del concilio*
 - i. Parent University/Universidad de Padres
 - ii. Open House/Visita Escolar
 - iii. Report Card pick up/calificaciones
 - PAC
 - BAC
 - PPLC
- V. New Business / *Asuntos nuevos*
 - i. Graduation ceremony/Ceremonia de Graduacion
 - ii. Transfer \$10,000 for transportation to sports and academic competitions/Transferir fondos para transportacion de estudiantes para competiciones academicas y de deportes (\$10,000.00)
- VI. Public participation / *Participación del publico*
- VII. Adjournment / *Clausura*

Next meeting (*Próxima reunión*): 12 de Enero, 2011 5:30 PM

Benito Juarez Community Academy



Proud!...Strong!...Soaring to New Heights!...

December 9, 2010

Special Meeting

LSC Meeting

12/9/11

NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Alonso, Bianca	1314 W. 19 th St.	(773) 349-0568	alonso@goldenapple.org	<i>Bianca Alonso</i>
Beltran, Isabel		(773) 715-5533	isabeltjz@hotmail.com	
Gomez, Rosa	1735 W 21 PL	(312) 315-4050	Rosa67gomez@yahoo.com	<i>Rosa Gomez</i>
Juarez, Ana Maria		(773) 574-7176	nmirjuarez@yahoo.com	
Mora, Raymundo	1842 W. 23 rd St	(773) 254-2703	rmora03@sbcglobal.net	<i>Raymundo Mora</i>
Salinas, Antonia		(312) 833-5880	antoniasalinas525@hotmail.com	<i>Antonia Salinas</i>
NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Sanchez, Vincente		(773) 680-4250 (773) 847-1872	vsanchezjr@gmail.com	
Obregon, Alvaro		(312) 243-9927	aobregon@resurrectionproject.org arobregon@gmail.com	<i>Alvaro P. Obregon</i>
NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE

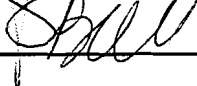
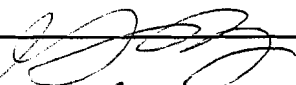
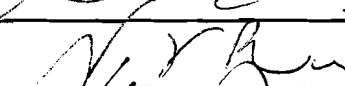
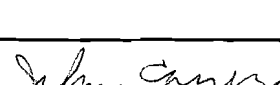
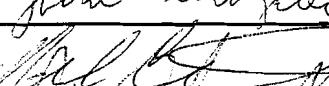
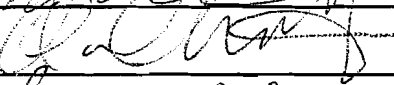
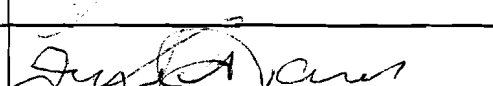
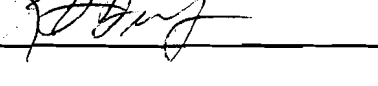
**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

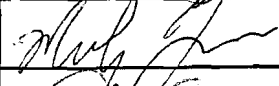
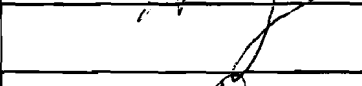
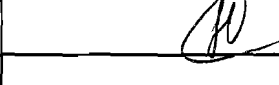
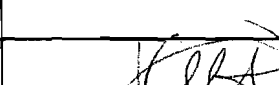
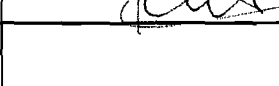
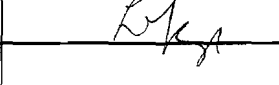
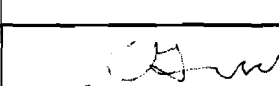
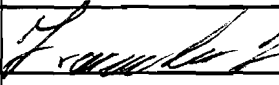
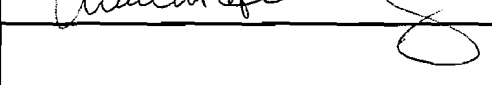
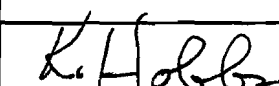
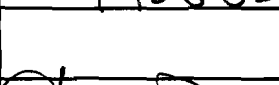
Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

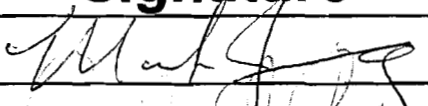
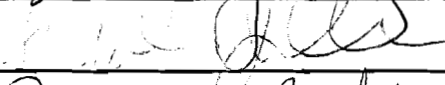
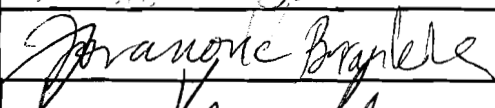
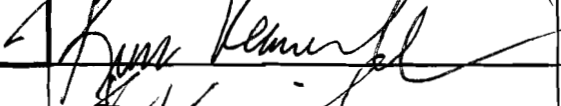
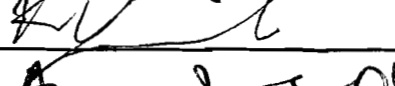
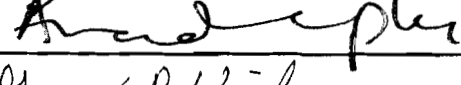
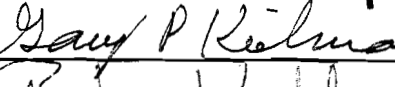
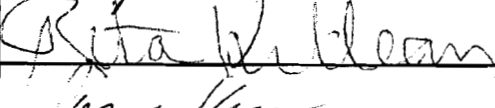
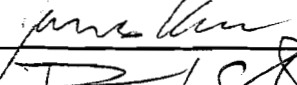
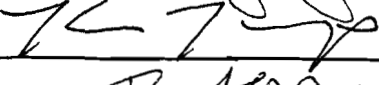
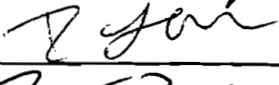
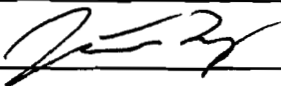
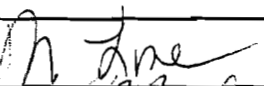
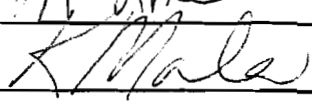
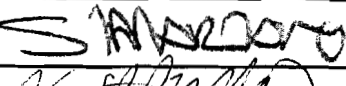
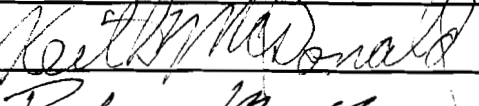
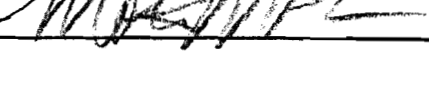
DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
		Juarez
DATE OF MEETING	LOCATION OF MEETING	
12/3/2010	Juarez H.S.	
PURPOSE OF MEETING		
SIG		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Juan Carlos Ocon	Principal	Benito Juarez C-A-	Juan Carlos Ocon	12-3-10
Orlando Ramos	Director	OSI	O. Ramos	12/3/10

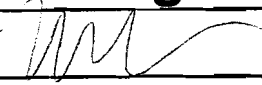
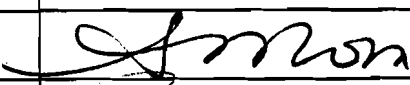
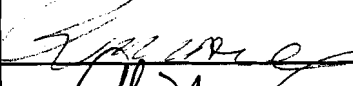
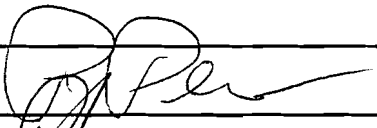
ISSE Grant Mtg

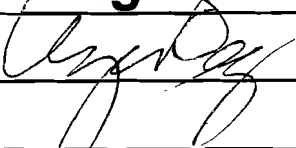
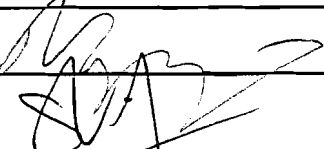
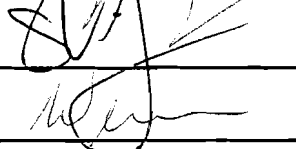
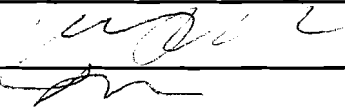
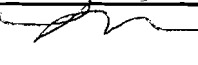
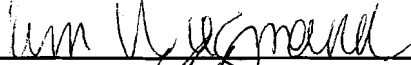
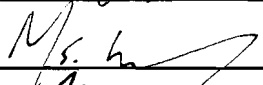
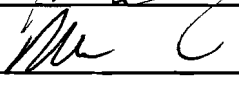
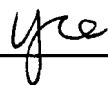
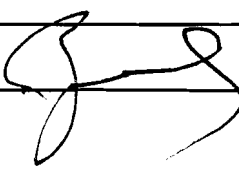
Last Name	Signature	Location
Adams, Keith		Pat
Agnew, Tennyse		
Almanza, Adriana		
Anaya, José		Lib
Baltsen, Linda		Patric
Bass-Ehler, Rus		Patric
Bastyr, Robert		
Bell, Diane		
Bermudez, Manuel		
Bernstein, Gail		Patric
Bigelow, Nancy		Patric
Brown, William		
Carlson, Steve		Patric
Carrasco, Madelyn		
Carrizales, John		school/seminar
Castro-McLaughlin, Nicole		Lib
Chatfield, Dorothy		Lib
Chavez, Raquel		Patric
Colon, Derick		Carrizales
Cossyleon, Ricardo		
Davis, June		Lib
Davoust, Nicole		Lib
DeLuna, Margarita		Lib
Deruntz, Rick		Lib

Last Name	Signature	Location
DeVoney, Stacy		~~Patro~~ Patro
Díaz, Brenda		math
Drew, Andrea		~~Patro~~ Patro
Dunlea, Molly		Patro
Dziemiel, Brian		Patro
Eng, Helen		patro
Escamilla, Bob		Patro
Fernandez, Hortencia		Patro
Fernandez, Johanna		Patro
Fiddelke, Kelly		Patro
Flores, Sergio		
Foote, Nathan		here
Gámez, Arturo		L 12
George, Lenie		L 13
Gonzalez, Henry		
Gray, Cynthia		11
Guerrero, Graciela		Patro
Guerrero, Raquel		
Healy, Keith		Patro
Hernandez, Aurelia		Patro.
Hernandez, Josefina		
Hobbs, Keith		PATRO
Hodgson, Norman		
Jackson, Gloria		Patro
Flores, Aida		patro

Last Name	Signature	Location
Jenig, Mark		Patio
Johnson, Paul		
Jovanovic, Brankica		Patio
Kaminski, Russ		
Kapsimalis, Kathy		patio
Kaur, Amandeep		Patio
Kielma, Gary		Patio
Killean, Rita		Patio
Klock, James		patio
Koulogeorge, Patricia		Patio
Kneip, Kevin		patio
Lara, Ricardo		Patio
Levy, Jonathon		Patio
Lopez, Marlenne		
Lopez, Uvaldo		
Love, Marcus		Patio
Maher, Kathy		patio
Manjárrez, Edgar		
Marquez, Santiago		Patio
Marrero, Noel		
Marzano, Sharon		Patio
McDonald, Keith		
McHugh, Rebekah		Patio
McNellis, Moira		

Last Name	Signature	Location
Rivera, Baltazar		
Rau, Jay		Patio
Ramos, Magda	Magda Ramos	Librery
Reamon, Karen	~~Karen~~	Patio
Romero, Enrique	Enrique	Patio
Ruiz-Villa, Anna	Anna	Patio
Sawyer, Farrah	Farrah	133
Schreckengost, Rich	Rich	
Serrano, Fabiola	Fabiola	Patio
Serrano, Gerarda	Gerarda	137 Room
Shabib, Hadeel	Hadeel	Patio
Smith-Neris, Elonda	Elonda Neris	~~Room~~ off
Snell, Jennifer		
Sola, Myriam		
Stepuszek, Johanna	Johanna	Patio
Stewart, Paula	Paula	Patio
Storm, John	John	Patio
Stosek, Michael		
Swenson, Karen	Karen	Patio
Szeliga, Lucja	Lucja	Patio
Tabaa, Maria	Maria	Room
Tablerion, Jeff	Jeff	Pat
Taylor, Leander		Patio
Torres, Connie		

Last Name	Signature	Location
Mejaski, Maria		Patio
Mendoza, Juanita		
Miller, Cynthia	C Miller	patio
Mixon, Brandon		
Momchilov, Andrea		patio
Moore, Rose Marie		patio
Moy, Al	Al Moy	Patio
Muñoz, Yolanda	Y Muñoz	Patio
Nieto, Javier		
Norris, Mary	M. Norris	Patio
Osborne, Sheryl		
Palacios, Alicia	Alicia Palacios	Patio
Pascarella, Andy	Andy	Patio
Passi, Joseph		Patio
Peralta, Alfredo		
Pero, Peter		Patio
Phelan, Bill		
Pinelli, Vince		Patio
Ploeger, Jenifer	Jenifer Ploeger	Patio
Ponce, Jennifer	Jennifer Ponce	patio
Price-Taylor, Brenda	Brenda Price-Taylor	Patio
Rakers, Brenda	B Rakers	Pat.
Ramirez, Jose		
Rios, Maria	Maria Rios	

Last Name	Signature	Location
Unger, Peg		Lib.
Urbina, Paula		
Valdez, José		
Vazquez, Tom		Park
Vidal, Steve		Lib
Villalobos, Rogelio		Patio
Villegas, Claudia		
Wang, Shan		Patio
Weaver, Leslie		Patio
Wiegmann, Kim		Patio
Williams, Walter		Park
Winfield, Liz		Patio
Wylde, Michael		Patio
Yee, Kim		Patio
Zavala, Manuel		
Zavala, Mirza		
Zepeda, Cesar		Patio

11/23/10



BENITO JUAREZ COMMUNITY ACADEM

Chicago Public Schools

1450 – 1510 W. Cermak ♦ Chicago IL 60608 ♦ (773) 534-7030 ♦ Fax (773) 534-7058

Mr. Juan Carlos Ocon
Principal

Dr. Richard Gelb
Ms. Laura LeMone
Assistant Principals

Benito Juárez Community Academy
Local School Council - Concilio Escolar Local
Special Meeting/Reunion Especial

La reunión especial del concilio local de la escuela comunitaria Benito Juarez es el 23 de Noviembre 2010 a las 5:30 de la tarde en el primer piso (salón 124).

Notice is hereby given that the LSC has scheduled a special meeting at 5:30 pm. on November 23, 2010 in the "library" at 1450 - 1510 W. Cermak 1st Floor (room 124).

- I. Call Meeting to Order / *Comienzo de la Reunión*
- II. Roll Call / *Asistencia*
- III. Report/Reporte:
 - Principal/Director: Probation status/status de Probacion
 - Orlando Ramos: ISBE report/Reporte del estado and ISBE Grant/Fondos del estado
- IV. Adjournment / *Clausura*

Next meeting (*Próxima reunión*): 9 de Diciembre, 2010 5:30 PM

Benito Juarez Community Academy



Proud!...Strong!...Soaring to New Heights!...

November 23, 2010

Special Meeting

LSC Meeting

PARENT REPRESENTATIVES

	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Bianca		(773) 349-0568	alonso@goldenapple.org	
Isabel		(773) 715-5533	isabeltjz@hotmail.com	
Rosa	1735 W 21 PL	(312) 315-4050	Rosa67gomez@yahoo.com	Rosa Gomez
Ana Maria	2735 W. 38 PL	(773) 574-7176	nmrjuarez@yahoo.com	Ana Maria Juarez
aymundo		(773) 254-2703	rmora03@sbcglobal.net	
Antonia		(312) 833-5880	antoniasalinas525@hotmail.com	Antonia Salinas

COMMUNITY REPRESENTATIVES

	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Vincente	2215 S. Wood	(773) 680-4250 (773) 847-1872	vsanchezjr@gmail.com	Vincente Sanchez

SCHOOL REPRESENTATIVES				
	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Arturo		(312) 316-5123	agamez@cps.edu	
Jose		(708) 670-9309	imvaldez@cps.edu	<i>Jose Valdez</i>

STUDENT REPRESENTATIVES				
	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
arely	2140 W. Cullerton St	312) 412-40-35	tapia-arely@cps.edu	Tapia Arely

November 23, 2010

Director

Quentin Davis

Orlando Ramos CPS/Office of School Improvement (Transformation)
 oramos@cps.k12.il.us

Gamez, Arturo	<i>Arturo W. Gamez</i>	(312) 316-5123	jimenez@cps.edu	<i>[Signature]</i>
Valdez, Jose		(708) 670-9309	jimvaldez@cps.edu	
UNION COUNTY BOARD OF EDUCATION				
NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Tapia, Arely				

Orlando Ramos CPS Office of School Improvement (Transformation)

Guadalupe Dean

[Signature]

November 23, 2010

Page ____ of ____

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

[illegible]

Gamez, Arti		(312) 316-5123	? <u>zz@cps.edu</u>	
Valdez, Jose		(708) 670-9309	<u>imvaldez@cps.edu</u>	
CONFIDENTIAL - ATTORNEY WORK PRODUCT				
NAME	HOME ADDRESS	HOME #	EMAIL ADDRESS	SIGNATURE
Tapia, Arely	2140 W. Culbertson St	(312) 421-40-35	Kapita-arely@yahoo.com. mK	<i>Tapia Arely</i>

November 23, 2010

Gaudin Deen -

15-016-299-025 | Chicago Public Schools

Appendix D: Stakeholder Consultation Confirmation

Percy L. Julian High School

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

Page 1 of 1

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Area 24 46401	REGION, COUNTY, DISTRICT, TYPE CODE 5 Cook	SCHOOL NAME Percy L. Julian High School
DATE OF MEETING April 21, 2011	LOCATION OF MEETING Room 113 - Parent Center	

PURPOSE OF MEETING
Local School Council Special Meeting - (SIG) School Improvement Grant

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Olando Ramos	Director	Office of School Improvement	O. Ramos	4/21/11
Randel Josselyn	Director HS	OSI	R. Josselyn	4/21/11
James Mannion	Teacher Soc Sci	PLJ	J. Mannion	4/21/11
Christie Stuter	Assistant to Principal	Julian	Christie Stuter	4-21-11
Quinn Hitchcock	COC Coordinator	Julian	Quinn Hitchcock	4-21-11
REV. LARRY ROBERTS	CHAAD	CHAAD	Larry Roberts	4-21-11
KAREN COULTER	PARENT	Julian	Karen Coulter	4-21-11
Dana Gentry	SSS Parent / ISC / NCLB	Julian	Dana Gentry	4-21-11
Cherale Tyson	Parent / NCLB Chair	Julian	Cherale Tyson	4-21-11
Athia Green	Parent / NCLB Vice-Chair	Julian	Athia Green	4-21-11

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

[illegible]

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Area 24 46401 REGION, COUNTY, DISTRICT, TYPE CODE V Cook SCHOOL NAME Julian

DATE OF MEETING April 16, 2011 LOCATION OF MEETING Room 113 - Parent Center

PURPOSE OF MEETING Title I Meeting

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
~~Maria Hankins~~			~~Maria Hankins~~	~~4-16-11~~
Ashley Bosh		Student	Ashley Bosh	4-16-11
Valen Hill	Cluster 6 Delegate	Transparents	Valen Hill	4-16-11
~~Rosetta Heard~~	~~Student~~	~~Student~~	~~Rosetta Heard~~	
Julio A. Rivera	Guest presenter	Quality Education Initiatives	Jul A. Rivera	4-16-11
~~Yvonne Dayle~~	~~LSC President~~	~~Parent~~	~~Yvonne Dayle~~	~~4/16/2011~~
Sandra Dickerson	PAC	Parent	Sandra Dickerson	4/16/2011
Donna R. Gentry	PAC / LSC	Parent	Donna R. Gentry	4/16/2011
Charalee Jeyson	Parent	parent	Charalee Jeyson	4-16-11
KAREN COUTER	PAC	PARENT	Karen Couter	4-16-11

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

Page 2 of 2

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24 46401</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>✓ Cook</u>	SCHOOL NAME <u>Julian</u>
DATE OF MEETING <u>April 16, 2011</u>	LOCATION OF MEETING <u>Room 113 - Parent Center</u>	
PURPOSE OF MEETING <u>Title I Meeting</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
William Dickson	Parent	STUDENTS	William Dickson	4/16/11
Quetta Steeler	Secretary to Principal Taylor	Julian	Quetta Steeler	4/16/11
Arthur Lee	Office Chair NCIB	Students	Arthur Lee	4/16/11
Phyllis Oladipo	Parent Advocate	Students	Phyllis Oladipo	4/16/11
Jareda Taylor	Principal	Julian	Jareda Taylor	4/16/11
Deborah Short	Parent	Julian	Deborah Short	4/16/11
Lucas French	parent	Julius Hallis	Lucas French	4/16/11
Howard French	parent	Julius Hallis	Howard French	4/16/11



Julian

School

April 16, 2011

Title I, Part A Parent Advisory Council (PAC) Meeting
Sign-In Sheet

Name	Address	Telephone	Student Name
Sandra Dickerson	8639 S. Morgan	773-405-6863	Diamond & Dark Dickerson
William Dickerson	8639 S. Morgan	773-405-6864	Diamond & Dark Dickerson
Phyllis Oladipo	7646 S. Marquette Ave	773-552-7646	Oladipo
Donna Gentry	12221 S. Campbell	772-928-0177	Mary Gentry
Valerie Hipp	10756 S. Lowe	773 568-3050	Sarah Walcott
Cherelle Zepher	PO Box 205-47	773 968-5209	Cynthia Williams
Vivonne Daylie	975 E 101st St	773-821-4140	Rosetta Heard
Rosetta Heard	975 E 101st St	773-821-4140	Student
Howard Zepher	413 174th	77265, Maryland	Julius
Howard Zepher	773-415-1019		
Valerie Zepher			
Ashley Bush	773-233-4136		
Mary Hambrick	9253 Southgarden		
Deborah Shook	7306 S. Wolcott	773-416-5316	Julian



April 16, 2011

**Title I, Part A Parent Advisory Council (PAC) Meeting
Sign-In Sheet**

[illegible]

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>5 COOK</u>	SCHOOL NAME <u>JULIAN H.S.</u>
DATE OF MEETING <u>4/7/11 3:00 pm</u>	LOCATION OF MEETING <u>2nd floor - library</u>	
PURPOSE OF MEETING <u>Faculty meeting</u>		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Rodrigue Lantier	student teacher		Rodrigue Lantier	04/07/11
Nowak, Aaron	Teacher/sub		A. Nowak	04/07/11
Bryant, Robert	teacher		Robert Bryant	4/7/11
Tracy Andrews	teacher		Tracy Andrews	4/7/11
Rhonda Varney	Teacher		Rhonda Varney	4/7/11
ELSA DAVENPORT	TEACHER		Elsa Davenport	4/7/11
Mania Baetsas	Teacher		Mania Baetsas	4/7/11
Rolando Door	Teacher		Rolando Door	4/7/11
Sarita M. Burden	Teacher		Sarita M. Burden	4/7/11
Delores J. Brooks	Teacher		Delores J. Brooks	4/7/11
Kimberly Scott	Teacher		Kimberly Scott	4-7-11

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>5, COOK</u>	SCHOOL NAME <u>JULIAN H.S.</u>
DATE OF MEETING <u>4/7/11</u>	LOCATION OF MEETING <u>2nd floor, library</u>	
PURPOSE OF MEETING <u>FACULTY MEETING</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
THOMAS IDICULA	SCIENCE TEACHER	JULIAN H.S.	<u>Thomas</u>	4/7/2011
Leland Willis	Sped Dept	Julian HS	<u>Leland Willis</u>	4/7/11
Fallen Wells	SocWk intern	Julian H.S.	<u>Fallen Wells</u>	4/7/11
DIOSCORO LOQUINTE	SCIENCE/MATH	Julian H.S.	<u>Dioscuro</u>	4/7/11
Moham Abraham	MATH	Julian H.S.	<u>Moham</u>	4/7/11
Francis Grisham	Reading/English	Julian H.S.	<u>Francis</u>	4/7/11
Annetria Barnett	English/Sp.Ed	Julian H.S.	<u>Annetria</u>	4/7/11
James Mannion	Social Sci teacher	PLJ	<u>James</u>	4/9/11
Cherale Tyson	Spec Ed	PLJ	<u>Cherale</u>	4/7/11
Marla Bantz	Counselor	PLJ	<u>Marla</u>	4/7/11

FY 2012 School Improvement Grant – Section 1003(g)

Pre-Application Needs Assessment Process

LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>5, COOK</u>	SCHOOL NAME <u>JULIAN H.S.</u>
DATE OF MEETING <u>4/7/11 3:00 pm</u>	LOCATION OF MEETING <u>2nd floor library</u>	
PURPOSE OF MEETING <u>Faculty Meeting</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
madeline Dunn	Spec Ed Teacher	Julian H.S.	Madeline D	4-8-11
Sharon Gavin	Spec. Ed. Teacher	Julian H.S.	Sharon Gavin	4-7-11
Corlis B. Garrett	Spec. Ed. Teacher	Julian	Corlis B. Garrett	4-7-11
Kimberly Sykes	Counselor	Julian H.S.	Kimberly Sykes	4-7-11
Phyllis O. Ladipo	Parent Advocate	Julian Hs.	Phyllis O. Ladipo	4-7-11
Sherie Cademhead	Spec. Ed. Teacher	Julian	S. Cademhead	4/7/11
S. Cozy	Sp. ed	Julian	S Cozy	4/7/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>AREA 24</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>5, COOK</u>	SCHOOL NAME <u>JULIAN H.S.</u>
DATE OF MEETING <u>4/7/11 3:00 pm</u>	LOCATION OF MEETING <u>2nd floor LIBRARY</u>	
PURPOSE OF MEETING <u>FACULTY MEETING</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Gullermina Campos	Teacher/World Language	Julian HS	<i>Kamper</i>	4/7/11
Krishna B. Coleman	Teacher/World Lang.	Julian H.S.	<i>K. B. Coleman</i>	4-7-11
Marta Covarrubias	Teacher/World Language	Julian H.S.	<i>M. Covarrubias</i>	4-7-11
Lynise Beard	Bulldence Counselor Aid	Julian	<i>Lynise Beard</i>	4-7-11
Cecilynn McTay	ESP./Clerk	Julian	<i>Cecilynn McTay</i>	4-7-11
Matt Sanderson	Teacher	Julian	<i>Matt Sanderson</i>	4/7/11
James Anderson	Teacher	Julian	<i>James Anderson</i>	4/7/11
Tim Morris	Teacher/Dept Chair	Julian	<i>Tim Morris</i>	4/7/11
Stella Medina	Teacher	Julian	<i>Stella Medina</i>	4/7/11
CHERS SCHARP	TEAM	Julian	<i>Chers Scharp</i>	4/7/11
ISRE 43.451 FY12 SIG ARRA Pre-Application Needs Assessment /11/11/11 11/11/11 11/11/11	TEAM	Julian	<i>M. Smith</i>	4/7/11

**FY 2012 School Improvement Grant -- Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <i>Area 24</i>	REGION, COUNTY, DISTRICT, TYPE CODE <i>5 COOK</i>	SCHOOL NAME <i>JULIAN H.S.</i>
DATE OF MEETING <i>4-7-11</i>	TIME <i>3:00 PM</i>	LOCATION OF MEETING <i>2nd Floor Library</i>
PURPOSE OF MEETING <i>Faculty Meeting</i>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Debbie Taylor</i>	<i>Security Officer</i>		<i>[Signature]</i>	<i>4/7/2011</i>
<i>Nora Houny</i>	<i>Teacher</i>		<i>[Signature]</i>	<i>4/7/2011</i>
<i>Kelli D. Williams</i>	<i>Teacher</i>	<i>Julian H.S.</i>	<i>[Signature]</i>	<i>4/7/2011</i>
<i>Jackie L. Appenbach</i>	<i>Teacher</i>	<i>Science</i>	<i>[Signature]</i>	<i>4/7/2011</i>
<i>Allen Kern</i>	<i>Teacher</i>	<i>Music</i>	<i>[Signature]</i>	<i>4/7/2011</i>
<i>Michelle Dwyer</i>	<i>Teacher</i>	<i>Science</i>	<i>[Signature]</i>	<i>4/7/11</i>
<i>Nathan Bins</i>	<i>Teacher</i>		<i>[Signature]</i>	<i>4/7/11</i>
<i>CARRIEL POPOVICH</i>	<i>TEACHER</i>	<i>ENGLISH</i>	<i>[Signature]</i>	<i>4/7/11</i>

**FY 2012 School Improvement Grant -- Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>5, COOK</u>	SCHOOL NAME <u>JULIAN H.S.</u>
DATE OF MEETING <u>4-7-11</u>	LOCATION OF MEETING <u>2nd Floor Library</u>	
PURPOSE OF MEETING <u>Faculty Meeting</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Victoria Caldwell	Teacher	English	Victoria Caldwell	4-6-11
Lawrence Cooper	Teacher	Music	Lawrence Cooper	4-6-11
Perrick Jones	Teacher	Science	Perrick Jones	04-07-11
Keystal Kay	College & Career Coach	OCCP	Keystal R. Kay	4-7-11
Judy Granger	Teacher	Medical Academy	Judy Granger	4-7-11
J.A. Ingram	Teacher	CTE	J.A. Ingram	4-7-11
Debra E. Jones	Teacher	CTE	Debra E. Jones	4/7/11
LaShawn Sperry	Teacher	Construction	LaShawn Sperry	4/7/11
Raeann (Diana) [unclear]	Teacher	Math	Raeann [unclear]	4/7/11

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Area 24	REGION, COUNTY, DISTRICT, TYPE CODE 5, COOK	SCHOOL NAME JULIAN H.S.
DATE OF MEETING April 7, 2011	LOCATION OF MEETING 2nd floor Library	
PURPOSE OF MEETING Faculty Meeting	PARTICIPANTS	

[illegible]

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER 299 Chicago Public Schools	REGION, COUNTY, DISTRICT, TYPE CODE Cook	SCHOOL NAME Percy L. Julian

DATE OF MEETING April 1, 2011	LOCATION OF MEETING Library - Percy L. Julian H.S.

PURPOSE OF MEETING
Professional Development - School Climate ~ Teaching and Learning - SIPAAA - SIG-

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Ruthie Bolden	Teacher/PE	Julian	Ruthie Bolden	4/1/11
Harold CARVIN	Teacher/Special Ed	Julian	Harold Carvin	4/1/11
Stella Molone	Teacher	Julian	Stella Molone	4/1/11
CHRIS SCHARFF	TEACHER	Julian	Chris Scharff	4/1/11
Matt Sandura	Teacher/Social Science	Julian	Matt Sandura	4/1/11
Theresa Darnell	Teacher/Social Science	Julian	Theresa Darnell	4/1/11
Michelle Feet	teacher/art	Julian	Michelle Feet	4/1/11
Laura Nowak	substitute/special	Julian	Laura Nowak	4/1/11
Jim Mannion	Teacher Soc Sci	PLJ	Jim Mannion	4/1/11
Robert Anderson	Teacher/arts	PLJ	Robert Anderson	4/1/11

FY 2012 School Improvement Grant - Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
299 Chicago Public School	Cook	Percy Julian
DATE OF MEETING	LOCATION OF MEETING	
April 1, 2011	Library - Percy Julian H.S.	
PURPOSE OF MEETING	PARTICIPANTS	
NAME	TITLE/POSITION	REPRESENTING
Guillermina Campos	Teacher / World Language	Julian H.S.
Larita Covarrubias	Teacher / World Language	Julian H.S.
Krishna B. Coleman	Teacher / World Lang.	Julian H.S.
James Avonson	Teacher / Soc. Sci	Julian H.S.
Cheryl Osby	Teacher / Art	Julian H.S.
Dioscoro Loquinte	Teacher / Science/math	Julian H.S.
Thomas Idicula	Teacher / Science	Julian H.S.
Perrick Jones	Teacher / Science	Julian H.S.
Alenda Sures-Williams	Teacher / Sped Ed	Julian H.S.
Ilana Alonzo	Teacher / Math	Julian H.S.
	SIGNATURE	DATE
	Guillermina Campos	4/1/11
	M. Covarrubias	4/1/11
	K. Coleman	4-1-11
	James Avonson	4-1-11
	Cheryl Osby	4-1-11
	Dioscoro Loquinte	4-1-11
	Thomas Idicula	4-1-11
	Perrick Jones	04-01-11
	Alenda Sures-Williams	4/1/11
	Ilana Alonzo	4-1-2011

FY 2012 School Improvement Grant -- Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
299 Chicago Public Schools		Percy L. Julian U.S.
DATE OF MEETING	LOCATION OF MEETING	
April 1, 2011		
PURPOSE OF MEETING		
Professional Development - School Climate - De-escalation - Teaching and Learning - SIPAA SIG		
PARTICIPANTS		
NAME	TITLE/POSITION	REPRESENTING
Bernadell Gyus	Counselor	Julian
Marla Banks	Counselor	Julian
Corey Adams	Teacher	Julian
Todd Osborne	teacher	Julian
Gwen Dunbar	Teacher	Julian
Alandia Jones	Teacher	Julian
Wanda Moody	Teacher	Julian
Joyce L. Crowder	Teacher	Julian
Christin Plunkett	Teacher	Julian
Kimberly J. Saunders	Teacher	Julian

SIGNATURE	DATE
Bernadell Gyus	April 2011
Marla Banks	April 2011
Corey Adams	4-1-2011
Todd Osborne	4/1/11
Gwen Dunbar	4/1/11
Alandia Jones	4/1/11
Wanda Moody	4-1-11
Joyce L. Crowder	4-1-11
Christin Plunkett	4-1-11
Kimberly J. Saunders	4.1.11

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER 299 Chicago Public School	REGION, COUNTY, DISTRICT, TYPE CODE Cook	SCHOOL NAME Percy L Julian
DATE OF MEETING April 1, 2011	LOCATION OF MEETING Library-Percy L Julian N.S.	
PURPOSE OF MEETING Professional Department-School Climate-Teaching and Learning-SIPAA-SIPG		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Rebecca Thompson	Teacher	J. H. School	[Signature]	4/1/2011
Therese [unclear]	Spec Ed	Sullivan H.S.	Charlene [unclear]	4/1/2011
Rebecca [unclear]	Teacher	Julian	[Signature]	4/1/11
Stella Melone	Teacher	Julian	[Signature]	4/1/11
Paris Walker	Substitute Teacher	Julian	[Signature]	4/1/11
Latona Evans	Attendance	Julian	[Signature]	4/1/2011
Charlotte Gilbert	Programmer	Julian	[Signature]	4/1/11
Carolyn McTay	Main Office	Julian	[Signature]	4/1/11

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 3-30-11	LOCATION OF MEETING Genesis Cafe Julian	
PURPOSE OF MEETING ILT: Review sip(G) proposal		
PARTICIPANTS		
NAME	TITLE/POSITION	REPRESENTING
Michelle Fert	teacher	School art dept.
Tim Morris	Teacher Dept. Chair	Julian
David E. Jackson	Teacher	Julian
Rhonda J Varney	Teacher	Julian
Ruthie Bolden	Teacher	Julian
Elsa Davenport	Teacher	Julian
Joyce Ingram	Teacher	Julian
Tracy Andrews	Teacher	Julian
Alahrie Ann-Sing	AP	Julian
Shonda Tyle	Teacher/Principal	Julian

SIGNATURE	DATE
<i>[Signature]</i>	3/30/11
<i>[Signature]</i>	3/30/11
<i>[Signature]</i>	3/30/11
<i>[Signature]</i>	3/30/11
<i>[Signature]</i>	3/30/11
<i>[Signature]</i>	3-30-11
<i>[Signature]</i>	3-30-11
<i>[Signature]</i>	3-30-11
<i>[Signature]</i>	3/30/11

NOTICE IS HEREBY GIVEN BY STATE STATUTE THAT THE LSC/ADMINISTRATION MUST HOLD YEARLY TWO BI-ANNUAL MEETINGS TO DISCUSS THE STATE OF THE SCHOOL WITH ALL STAKEHOLDERS. THE FIRST OF THESE TWO MEETINGS WILL TAKE PLACE SATURDAY MARCH 26, 2011.

BI-ANNUAL LSC MEETING AGENDA

PERCY LAVON JULIAN HIGH SCHOOL

10330 S. ELIZABETH

AUDIO, VISUAL, ACTIONS, VOTES

SATURDAY MARCH 26, 2011

10 am – 11 am

- Call to Order
- Roll Call
- Approval of the Agenda
- REPORTS
 - 1. PRINCIPAL
 - A. SIPAAA /BUDGET
 - 1. COMMITTEE
 - 2. TURNOVER MONIES
 - 3. LRE UPDATE
 - 4. CURRICULUM/PROGRAMS
 - 5. SIP-G PROPOSAL
 - 6. SCHOOL REPORT CARD
 - 7. SCHOOL EQUIPMENT
 - B. SCHOOL CLIMATE
 - 1. DISCIPLINE
 - 2. ATTENDANCE
 - 3. TEACHING AND LEARNING
- PUBLIC PARTICIPATION
 - 1. QUESTION AND ANSWERS
 - 2. ANNOUNCEMENTS

LOCAL SCHOOL COUNCIL BI-ANNUAL MEETING

SIGN-IN SHEET & AGENDA

SATURDAY, MARCH 26, 2011

LSC Board Members	Signatures
Careda Taylor, Principal	<i>Careda Taylor</i>
Yvonne Daylie, Chair	<i>Yvonne Daylie</i>
Lloyd Bell, Vice-Chair	<i>Lloyd Bell</i>
Eben Credit, Secretary	<i>EALC</i>
Althea Green, Parent Rep.	
Bernard Kelly, Community Rep.	<i>Bernard Kelly</i>
Lee Nelson, Parent Rep.	
Patricia Thurmond-Jones, Parent Rep.	
Zelma Stevenson, Parent Rep.	
Donna Gentry, ~~ESP~~ ESP	<i>Donna R. Gentry</i>
Gwendolyn Dunbar, Teacher Rep.	<i>Gwendolyn Dunbar</i>
Melanie Dyer, Student Rep.	

*Joyce A. Ingram Teacher Rep

J.A. Ingram

LSC BI-ANNUAL PRESENTATIONS

Careda Taylor, Principal

PRINCIPAL'S REPORT

Alahrie Aziz-Sims, Asst. Principal

TEACHER AND LEARNING REPORT

Orlando Ramos, Director (OTS-CPS)

SIPAAA REPORT

Yvonne Daylie, LSC President

LSC REPORT

Dr. Allie Whitehurst, COC Coordinator

CULTURE OF CALM REPORT

CAO Harrison Peters

Area 24

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Area 201 46401	REGION, COUNTY, DISTRICT, TYPE CODE ✓ Cook	SCHOOL NAME Julian
DATE OF MEETING March 26, 2011	LOCATION OF MEETING Rm. 113 (Auditorium)	
PURPOSE OF MEETING LSC - Bi-Annual Meeting		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Quetta Stuber	Secretary	Julian	Quetta Stuber	3-26-11
Ruthie Bolden	Teacher	Julian P.E.	Ruthie Bolden	3-26-11
Valma Thomas	Parent Advocate	P.L. Julian	Valma Thomas	3-26-11
Danna Gentre		P.L. Julian	Danna F. Gentre	3-26-11
Cherelle Tyson	Title I chair	Julian	Cherelle Tyson	3-26-11
Stella Malone	Teacher	Julian	Stella Malone	3-26-11
Lowanda Thaxton	Parent	Julian	Lowanda Thaxton	3-26-11
Mama Bul	English Teacher	Julian	Mama Bul	3-26-11
Samy Howard	Parent	Julian	Samy Howard	3-26-11
Johnnie Howard	Parent	Julian	Johnnie Howard	3-26-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 201 46401</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>V Cook</u>	SCHOOL NAME <u>Julian</u>
DATE OF MEETING <u>March 26, 2011</u>	LOCATION OF MEETING <u>Rm. 113 Auditorium</u>	
PURPOSE OF MEETING <u>LSC - Bi-Annual Meeting</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Valen Hill	Grandparent-Cluster & District	Julian	<i>[Signature]</i>	3/26/11
Donna Gentry	ESP	Julian	<i>[Signature]</i>	3/26/11
Cherale Tyson	Title I Chair	Julian	<i>[Signature]</i>	3/26/11
Timmy Howard	Parent	Julian	<i>[Signature]</i>	3-26-11
Johnnie Howard	Parent	Julian	<i>[Signature]</i>	3-26-11
Orlando Ramos	Director/School Improvement	OST	<i>[Signature]</i>	3-26-11
Rosetta Heard	Student	Julian	<i>[Signature]</i>	3-26-11
Eisa Davenport	Teacher	Julian	<i>[Signature]</i>	3-26-11
Wayne Stumpf	Student	Columbia	<i>[Signature]</i>	3-26-11
Aziz Sanka			<i>[Signature]</i>	3-26-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <i>Area 241 46401</i>	REGION, COUNTY, DISTRICT, TYPE CODE <i>✓ Cook</i>	SCHOOL NAME <i>Julian</i>
DATE OF MEETING <i>March 26, 2011</i>	LOCATION OF MEETING <i>Rm. 113 (Auditorium)</i>	
PURPOSE OF MEETING <i>LSC - Bi-Annual Meeting</i>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Bernard K. Kelly</i>	<i>LSC</i>	<i>Community</i>	<i>[Signature]</i>	<i>3/26/11</i>
<i>Harrison Peters</i>	<i>CAU-A24</i>	<i>CPS</i>	<i>[Signature]</i>	<i>3/26/11</i>
<i>Therese A. Sadiki</i>	<i>Asst. P.A.W.</i>	<i>Julian</i>	<i>[Signature]</i>	<i>26 Mar. 11</i>
<i>J.A. Ingram</i>	<i>Teacher Rep</i>	<i>CTE</i>	<i>[Signature]</i>	<i>3-26-11</i>
<i>Alye Whitehurst</i>	<i>CDC Coordinator</i>	<i>Julian</i>	<i>[Signature]</i>	<i>3-26-11</i>

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
3/23/11	Julien	

PURPOSE OF MEETING
Review SIP

[illegible]

Percy L. Julian Professional Development Date: Friday, March 18, 2011

Location: Library

Time: 2:17 - 2:48 pm

Ms. Careda Taylor, Principal

Late —
after 2:27

	A	B	C	H
1	Last	First	Subject	Signature
2	Abraham	Mohan	Math	<i>On</i>
3	Adams	Carey	Social Science	<i>C. Adams</i>
4	Agbefe	Doris	Science	<i>D. Agbefe</i>
5	Allen	Teddy	Math	<i>T. Allen 2:27</i>
6	Aloway	Nina	Math	<i>N. Aloway</i>
7	Anderson	James	Social Science	<i>James Anderson</i>
8	Andrews	Tracy	Social Science	<i>Tracy Andrews</i>
9	Applewhite	Jackie	Science	<i>Jackie Applewhite</i>
10	Baltsas	Maria	English	<i>Maria Baltsas</i>
11	Banks	Marla	Counselor	<i>Marla Banks</i>
12	Barnett	Annitria	English	<i>Annitria Barnett</i>
13	Barney-Shannon	Sheila	Math	<i>Sheila Barney-Shannon</i>
14	Bell	Wilma	Science	<i>Wilma Bell</i>
15	Binns	Nathan	CTE	<i>Nathan Binns</i>
16	Bolden	Ruthie	PE	<i>Ruthie Bolden</i>
17	Brooks	Delores	English	<i>Delores Brooks</i>
18	Bryant	Robert?	CTE	<i>Robert Bryant</i>
19	Burden	Sarita	English	<i>Sarita Burden</i>
20	Cadenhead	Valerie	Math	<i>Valerie Cadenhead</i>
21	Caldwell	Victoria	English	<i>Victoria Caldwell</i>
22	Campos	Guillermina	Spanish	<i>Guillermina Campos</i>
23	Castaneda	Rebecca	Art	<i>Rebecca Castaneda</i>
24	Coleman	Krishna	Spanish	<i>K. Coleman</i>
25	Cooper	Lawrence	Music	<i>Lawrence Cooper</i>
26	Covarrubias	Marta	Spanish	<i>M. Covarrubias</i>
27	Coy	Shawn	English	<i>Shawn Coy</i>
28	Crowder	Joyce	PE	<i>Joyce Crowder</i>
29	Cyrus	Bernadell	Counselor	<i>Bernadell Cyrus</i>
30	Darnell	Theresa	Social Science	<i>Theresa Darnell</i>
31	Davenport	Elsa	English	<i>Elsa Davenport</i>
32	Doon	Rolando	Math	<i>Rolando Doon</i>
33	Dunbar	Gwendolyn	Social Science	<i>Gwendolyn Dunbar</i>
34	Dunn	Madeline	Science	<i>Madeline Dunn</i>
35	Dwyer	Michelle	Science	<i>Michelle Dwyer</i>
36	Dwyer	Michelle	Science	<i>Michelle Dwyer</i>
37	Feit	Michelle	Art	<i>Michelle Feit</i>
38	Garrett	Corliss	Science	<i>Corliss Garrett</i>
39	Garvin	Sharon	Math	<i>Sharon Garvin</i>
40	Gilbert	Charlotte	Programmer	<i>Charlotte Gilbert</i>
41	Gilbert-Mitchell	Marilyn	AVID	<i>Marilyn Gilbert-Mitchell</i>
42	Granger	Judy	CTE	<i>Judy Granger</i>
43	Green-Powell	Sharon	English	<i>Sharon Green-Powell</i>
44	Grisham	Frances	English	<i>Frances Grisham</i>
45	Hobson	Scherese	English	<i>Scherese Hobson</i>
46	Idicula	Rachel	Math	<i>Rachel Idicula</i>

Not Late you saw me my sign

Not late came in side door.

Sharon Garvin - came in side door 2:24

Percy L. Julian Professional Development Date: Friday, March 18, 2011

Location: Library

Time: 2:17 - 2:48 pm

Ms. Careda Taylor, Principal

	A	B	C	H
1	Last	First	Subject	Signature
2	Abraham	Mohan	Math	
3	Adams	Carey	Social Science	
4	Agbefe	Doris	Science	
5	Allen	Teddy	Math	
6	Aloway	Nina	Math	
7	Anderson	James	Social Science	<i>James Anderson</i>
8	Andrews	Tracy	Social Science	
9	Applewhite	Jackie	Science	
10	Baltsas	Maria	English	
11	Banks	Marla	Counselor	
12	Barnett	Annitria	English	
13	Barney-Shannon	Sheila	Math	
14	Bell	Wilma	Science	
15	Binns	Nathan	CTE	
16	Bolden	Ruthie	PE	
17	Brooks	Delores	English	
18	Bryant	Robert?	CTE	
19	Burden	Sarita	English	
20	Cadenhead	Valerie	Math	
21	Caldwell	Victoria	English	
22	Campos	Guillermina	Spanish	<i>Jscampr</i>
23	Castaneda	Rebecca	Art	
24	Coleman	Krishna	Spanish	<i>KBColeman</i>
25	Cooper	Lawrence	Music	<i>L. Cooper</i>
26	Covarrubias	Marta	Spanish	<i>M. Covarrubias</i>
27	Coy	Shawn	English	
28	Crowder	Joyce	PE	
29	Cyrus	Bernadell	Counselor	
30	Darnell	Theresa	Social Science	<i>T. Darnell</i>
31	Davenport	Elsa	English	
32	Doon	Rolando	Math	
33	Dunbar	Gwendolyn	Social Science	
34	Dunn	Madeline	Science	
35	Dwyer	Michelle	Science	
36	Dwyer	Michelle	Science	
37	Feit	Michelle	Art	<i>Michelle Feit</i>
38	Garrett	Corliss	Science	
39	Garvin	Sharon	Math	
40	Gilbert	Charlotte	Programmer	
41	Gilbert-Mitchell	Marilyn	AVID	
42	Granger	Judy	CTE	
43	Green-Powell	Sharon	English	<i>Sharon Green-Powell</i>
44	Grisham	Frances	English	
45	Hobson	Scherese	English	
46	Idicula	Rachel	Math	

Percy L. Julian Professional Development Date: Friday, March 18, 2011
 Location: Library Time: 2:17 - 2:48 pm Ms. Careda Taylor, Principal

Late
 - after
 2:27

	A	B	C	H
1	Last	First	Subject	Signature
47	Idicula	Thomas	Science	<i>Thomas Idicula</i>
48	Ingram	Joyce	CTE	<i>Joyce Ingram</i>
49	Jackson	David	Social Science	
50	James-Willis	Lacanda	SPED	<i>Lacanda James-Willis</i>
51	Jandura	Matthew	Social Science	
52	Johnson	Roseann	Science	<i>Roseann Johnson</i>
53	Jones	Debra	CTE	<i>Debra Jones</i>
54	Jones	Antoinette	English	<i>Antoinette Jones</i>
55	Jones	Claudia	Math	<i>Claudia Jones</i>
56	Jones	Derrick	Science	<i>Derrick Jones</i>
57	Kern	Allen	Music	<i>Allen Kern</i>
58	Loquinte	Dioscoro	Math	
59	Mannion	James	Social Science	
60	Melone	Stella	English	
61	Moody	Wanda	English	<i>Wanda Moody</i>
62	Morris	Timothy	Social Science	
63	Murray	Monique	Science	<i>Monique Murray</i>
64	Osborne	Todd	Art	
65	Osby	Cheryl	Art	<i>Cheryl Osby</i>
66	Plunkett	Christin	English	
67	Popovich	Gabriel	English	
68	Price-Dennis	Diane	Social Science	<i>Nowak (Sub)</i>
69	Rountree	Eric	Science	
70	Saunders	Kimberly	English	<i>Kimberly Saunders</i>
71	Scharpf	Chris	Social Science	<i>Chris Scharpf</i>
72	Scott	Kimberly	Counselor	
73	Smith	Melonie	Math	<i>Melonie Smith</i>
74	Springs	Teresa	English	<i>Teresa Springs</i>
75	Story	Lagreta	Counselor	
76	Thanos	Peter	Library	
77	Varney	Rhonda	English	
78	Walker-Ellis	Victoria	Culture of Calm	<i>Victoria Walker-Ellis</i>
79	Williams	Erica	Math	<i>Erica Williams</i>
80	Williamson	Kelli	Music	<i>Kelli Williamson</i>
81	Zaragoza	Luz	Spanish	<i>Luz Zaragoza</i>

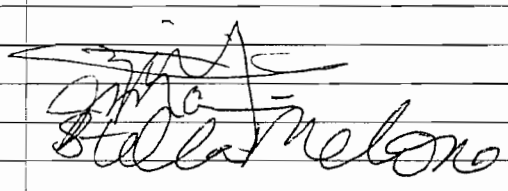
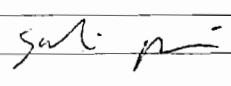
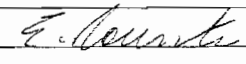
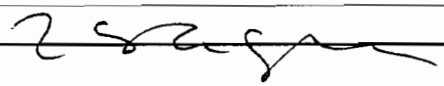
Testing 3 Kids

Percy L. Julian Professional Development Date: Friday, March 18, 2011

Location: Library

Time: 2:17 - 2:48 pm

Ms. Careda Taylor, Principal

	A	B	C	H
1	Last	First	Subject	Signature
47	Idicula	Thomas	Science	
48	Ingram	Joyce	CTE	
49	Jackson	David	Social Science	
50	James-Willis	Lacanda	SPED	
51	Jandura	Matthew	Social Science	
52	Johnson	Roseann	Science	
53	Jones	Debra	CTE	
54	Jones	Antoinette	English	
55	Jones	Claudia	Math	
56	Jones	Derrick	Science	
57	Kern	Allen	Music	
58	Loquinte	Dioscoro	Math	
59	Mannion	James	Social Science	
60	Melone	Stella	English	
61	Moody	Wanda	English	
62	Morris	Timothy	Social Science	
63	Murray	Monique	Science	
64	Osborne	Todd	Art	
65	Osby	Cheryl	Art	
66	Plunkett	Christin	English	
67	Popovich	Gabriel	English	
68	Price-Dennis	Diane	Social Science	
69	Rountree	Eric	Science	
70	Saunders	Kimberly	English	
71	Scharpf	Chris	Social Science	
72	Scott	Kimberly	Counselor	
73	Smith	Melonie	Math	
74	Springs	Teresa	English	
75	Story	Lagreta	Counselor	
76	Thanos	Peter	Library	
77	Varney	Rhonda	English	
78	Walker-Ellis	Victoria	Culture of Calm	
79	Williams	Erica	Math	
80	Williamson	Kelli	Music	
81	Zaragoza	Luz	Spanish	

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Area 24 46401	REGION, COUNTY, DISTRICT, TYPE CODE V Cook	SCHOOL NAME Percy L. Julian H.S.
DATE OF MEETING March 16, 2011	LOCATION OF MEETING Principal Taylor Outer Conference Room	
PURPOSE OF MEETING Region V Annual Conference School Tour Meeting		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Cherelle Supon	pac chair	Julian Title I Parents	Cherelle Supon	3/16/11
Shana Smith	Student Advocate	Julian H.S.		3/16/2011
Kim Saunders	Teacher	Julian HS	Kim Saunders	3/16/2011
Deborah Short	Deborah Short	Julian HS	Deborah Short	3/16/2011
Donna Gentry		Julian HS	Donna Gentry	3/16/2011
Annette Struifer	Secretary / Principal	Julian	Annette Struifer	3-16-11
Velma Thomas	Parent Advocate	Julian N.S.	Velma Thomas	3-16-11
Annette Carr	ESP	Julian	Annette Carr	3-16-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24 46401</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>✓ Cook</u>	SCHOOL NAME <u>Percy L. Julian</u>
DATE OF MEETING <u>March 15, 2011</u>	LOCATION OF MEETING <u>Principal Sawyer's Outer Conference Room</u>	
PURPOSE OF MEETING <u>Title I - Monthly Meeting</u>		

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
<u>Lera Lee</u>	<u>parent</u>		<u>Lera Lee</u>
<u>Charale Tyson</u>	<u>parent</u>		<u>Charale</u>
<u>Sandra Dickerson</u>	<u>parent</u>		<u>Sandra Dickerson</u>
<u>Althea Green</u>	<u>parent</u>		<u>Althea Green</u>
<u>Karen Coultter</u>	<u>PARENT</u>		<u>Karen Coultter</u>
<u>Monica Scott</u>	<u>Integrated Learning System</u>		<u>Monica Scott</u>
<u>Jayce Kelley</u>	<u>parent</u>		<u>Jayce Kelley</u>

FY 2012 School Improvement Grant -- Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24 46401</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>V Cook</u>	SCHOOL NAME <u>Percy L. Seelien H.S.</u>
DATE OF MEETING <u>March 15, 2011</u>	LOCATION OF MEETING <u>Principal Seelien's Outer Conference Room</u>	

PURPOSE OF MEETING

Title 1 - Monthly Meeting

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Quintette Steeler	Assistant to Principal	Julien	Quintette Steeler	3-15-11
Quintette Steeler	ESP - Support Staff	Julien	Quintette Steeler	3-15-11
Karen Rains	Parent	Julien	Karen Rains	3-15-11
Valen Hill	Grandparent Cluster 6 Delegate	Julien	Valen Hill	3-15-11
Donna Gentry	FOIA - Parent	Julien	Donna Gentry	3-15-11

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME		
March 11, 2011	2nd Floor Library	Julian		
PURPOSE OF MEETING	LOCATION OF MEETING			
FACULTY - STAFF Meeting				
DATE OF MEETING	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Nathan Binn	Teacher	CTE / Business	[Signature]	3/11/2011
D. Ashere	Teacher		[Signature]	3/11/2011
B. Dunbar	Teacher		[Signature]	3/11/2011
Claudia Jones	Teacher		[Signature]	3/11/11
Wanda Maxey	Teacher		[Signature]	3/11/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Abraham	Teacher	Math	On
Smith, Melonie	Teacher	Math	MSmith
Alway, Nina	Teacher	MATH	NAlway
Varney, Rhonda	Teacher	English	RVarney
Jones, Antoinette	Teacher	English	ATJones
LaGrada, Stacy	Counselor	-Counsel	Stacy LaGrada
Rebecca Castaldi	Teacher	Art	Rebecca Castaldi
Winters, Mary	Teacher	Science	Ms. Winters
Williamson, Kelly	Teacher	Music	Kelly Williamson

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Tim Morris	Teacher / Dept Chair	Julian	Tim Morris	3/11/11
Victoria Caldwell	Teacher / English	Julian	Victoria Caldwell	3/11/11
Ann Marie Barnes	Teacher / SpEd	Julian	Ann Marie Barnes	3/11/11
Maria Bortas	Teacher / English	Julian	Maria Bortas	3/11/11
James Fusco	Soc Sci, Hsr	Julian	James Fusco	3/11/11
Corlis Garrett	Teacher / SpEd	Julian	Corlis Garrett	3/11/11
Valerie Cadenhead	Teacher / SpEd	Julian	Valerie Cadenhead	3/11/11
Santa M. Burden	Teacher / SpEd	Julian	Santa M. Burden	3/11/11
D. Coy	Teacher	Julian	D. Coy	3/11/11
Bernadette Cyprien	Counselor	Julian	Bernadette Cyprien	3/11/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
DIOSORO LOQUINTE	MATH/SCIENCE TEACHER	SCIENCE		3/11/11
Krissha Coleman	World Lang. Chair	World Lang.		3-11-11
Luz Zaragoza	"	"		3-11-11
Guillermina Campos	"	"		3/11/11
Marta Contreras	"	"		3/11/11
James Mannion	Teacher	Soc Sci		3/11/11
Christina Plunkett	English Teacher	English		3/11/11
Elsa Oaverholt	ENGLISH	-		3/11/11
Cheryl Osby	Teacher	Art		3/11/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Judy Granger	Teacher	CTE / Med. Program	Judy Granger	3-11-2011
J.A. Ingram	Teacher	CTE	J.A. Ingram	3-11-2011
S. Nolane	Teacher	English	S. Nolane	3-11-2011
M. Dunn	Teacher	Spec Ed	M. Dunn	3-11-2011
W. Dwyer	Teacher	Science	W. Dwyer	3-11-2011
CHRIS SCHAFER	TEACHER	SOCIAL SCIENCE	Chris Schaffer	3/11/11
Matt Sandura	Teacher	Social Science	M. Sandura	3/11/11
Spencer Johnson	Teacher	Science	Spencer Johnson	3/11/11
POPOVICH	TEACHER	ENGL	POPOVICH	3/11/11
W. Saunders	Teacher	CTE	W. Saunders	3/11/11

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Shonda Green-Powers	Teacher	English	Shonda Green-Powers	3/11/11
Tracy Andrews	Teacher	Soc. Science	Tracy Andrews	3/11/11
Sharon Garrett	Teacher	Spec Ed	Sharon Garrett	3/11/11
Victoria Williams	Teacher		Victoria Williams	3/11/11
M. Fert	teacher	Art	M. Fert	3/11/11
Allen Kern	Teacher	Mus, C	Allen Kern	3/11/11

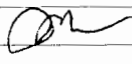
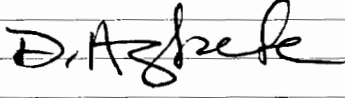
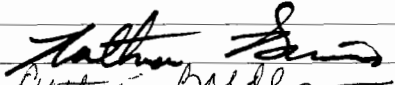
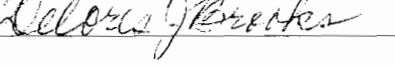
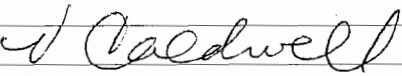
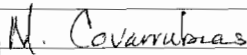
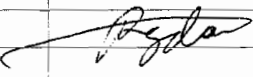
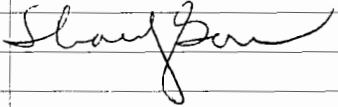
Percy L. Julian Faculty Meeting Date: Friday, March 11, 2011

Location: Time: 2:30 p.m. Ms. Careda Taylor, Principal

	A	B	C	H
1	Last	First	Subject	Signature
2	Abraham	Mohan	Math	
3	Adams	Carey	Social Science	<i>Carey Adams</i>
4	Agbefe	Doris	Science	
5	Allen	Teddy	Math	<i>Teddy Allen</i>
6	Aloway	Nina	Math	<i>Nina Aloway</i>
7	Anderson	James	Social Science	<i>JAMES Anderson</i>
8	Andrews	Tracy	Social Science	<i>Tracy Andrews</i>
9	Applewhite	Jackie	Science	
10	Baltsas	Maria	English	<i>Maria Baltsas</i>
11	Banks	Marla	Counselor	<i>Marla Banks</i>
12	Barnett	Annitria	English	<i>Annitria Barnett</i>
13	Barney-Shannon	Sheila	Math	
14	Bell	Wilma	Science	
15	Binns	Nathan	CTE	
16	Bolden	Ruthie	PE	
17	Brooks	Delores	English	<i>Delores Brooks</i>
18	Bryant	Robert?	CTE	
19	Burden	Sarita	English	<i>Sarita M. Burden</i>
20	Cadenhead	Valerie	Math	<i>Valerie Cadenhead</i>
21	Caldwell	Victoria	English	<i>Victoria Caldwell</i>
22	Campos	Guillermina	Spanish	
23	Castaneda	Rebecca	Art	<i>Rebecca Castaneda</i>
24	Coleman	Krishna	Spanish	
25	Cooper	Lawrence	Music	
26	Covarrubias	Marta	Spanish	
27	Coy	Shawn	English	<i>Shawn Coy</i>
28	Crowder	Joyce	PE	
29	Cyrus	Bernadell	Counselor	<i>Bernadell Cyrus</i>
30	Darnell	Theresa	Social Science	
31	Davenport	Elsa	English	<i>Elsa Davenport</i>
32	Doon	Rolando	Math	
33	Dunbar	Gwendolyn	Social Science	<i>Gwendolyn Dunbar</i>
34	Dunn	Madeline	Science	<i>Madeline Dunn</i>
35	Dwyer	Michelle	Science	<i>Michelle Dwyer</i>
36	Dwyer	Michelle	Science	<i>Michelle Dwyer</i>
37	Feit	Michelle	Art	<i>Michelle Feit</i>
38	Garrett	Corliss	Science	<i>Corliss Garrett</i>
39	Garvin	Sharon	Math	
40	Gilbert	Charlotte	Programmer	
41	Gilbert-Mitchell	Marilyn	AVID	
42	Granger	Judy	CTE	<i>Judy Granger</i>
43	Green-Powell	Sharon	English	<i>Sharon Green-Powell</i>
44	Grisham	Frances	English	
45	Hobson	Scherese	English	
46	Idicula	Rachel	Math	

Percy L. Julian Faculty Meeting Date: Friday, March 11, 2011

Location: Time: 2:30 p.m. Ms. Careda Taylor, Principal

	A	B	C	H
1	Last	First	Subject	Signature
2	Abraham	Mohan	Math	
3	Adams	Carey	Social Science	
4	Agbefe	Doris	Science	
5	Allen	Teddy	Math	
6	Aloway	Nina	Math	
7	Anderson	James	Social Science	
8	Andrews	Tracy	Social Science	
9	Applewhite	Jackie	Science	
10	Baltsas	Maria	English	
11	Banks	Marla	Counselor	
12	Barnett	Annitria	English	
13	Barney-Shannon	Sheila	Math	
14	Bell	Wilma	Science	
15	Binns	Nathan	CTE	
16	Bolden	Ruthie	PE	
17	Brooks	Delores	English	
18	Bryant	Robert?	CTE	
19	Burden	Sarita	English	
20	Cadenhead	Valerie	Math	
21	Caldwell	Victoria	English	
22	Campos	Guillermina	Spanish	
23	Castaneda	Rebecca	Art	
24	Coleman	Krishna	Spanish	
25	Cooper	Lawrence	Music	
26	Covarrubias	Marta	Spanish	
27	Coy	Shawn	English	
28	Crowder	Joyce	PE	
29	Cyrus	Bernadell	Counselor	
30	Darnell	Theresa	Social Science	
31	Davenport	Elsa	English	
32	Doon	Rolando	Math	
33	Dunbar	Gwendolyn	Social Science	
34	Dunn	Madeline	Science	
35	Dwyer	Michelle	Science	
36	Dwyer	Michelle	Science	
37	Feit	Michelle	Art	
38	Garrett	Corliss	Science	
39	Garvin	Sharon	Math	
40	Gilbert	Charlotte	Programmer	
41	Gilbert-Mitchell	Marilyn	AVID	
42	Granger	Judy	CTE	
43	Green-Powell	Sharon	English	
44	Grisham	Frances	English	
45	Hobson	Scherese	English	
46	Idicula	Rachel	Math	

Percy L. Julian Faculty Meeting Date: Friday, March 11, 2011

Location: Time: 2:30 p.m. Ms. Careda Taylor, Principal

	A	B	C	H
1	Last	First	Subject	Signature
47	Idicula	Thomas	Science	
48	Ingram	Joyce	CTE	
49	Jackson	David	Social Science	
50	James-Willis	Lacanda	SPED	
51	Jandura	Matthew	Social Science	
52	Johnson	Roseann	Science	
53	Jones	Debra	CTE	
54	Jones	Antoinette	English	
55	Jones	Claudia	Math	
56	Jones	Derrick	Science	
57	Kern	Allen	Music	
58	Loquinte	Dioscoro	Math	
59	Mannion	James	Social Science	
60	Melone	Stella	English	
61	Moody	Wanda	English	
62	Morris	Timothy	Social Science	
63	Murray	Monique	Science	
64	Osborne	Todd	Art	
65	Osby	Cheryl	Art	
66	Plunkett	Christin	English	
67	Popovich	Gabriel	English	
68	Price-Dennis	Diane	Social Science	
69	Rountree	Eric	Science	
70	Saunders	Kimberly	English	
71	Scharpf	Chris	Social Science	
72	Scott	Kimberly	Counselor	
73	Smith	Melonie	Math	
74	Springs	Teresa	English	
75	Story	Lagreta	Counselor	
76	Thanos	Peter	Library	
77	Varney	Rhonda	English	
78	Walker-Ellis	Victoria	Culture of Calm	
79	Williams	Erica	Math	
80	Williamson	Kelli	Music	
81	Zaragoza	Luz	Spanish	
82	Kay	Krystal	CTE	

Smith
Sykes

Joseph
Kimberly

CTE Radio/TV

J. Smith
Kimberly Sykes

Percy L. Julian Faculty Meeting Date: Friday, March 11, 2011

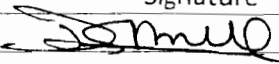
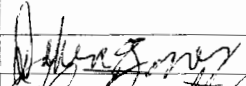
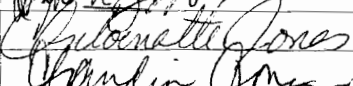
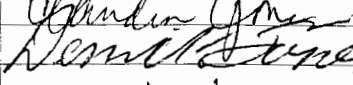
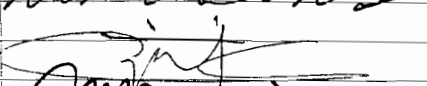
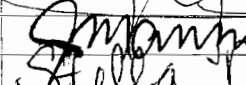
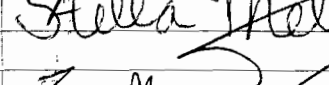
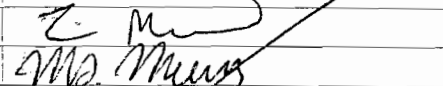
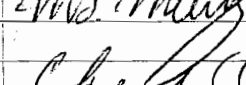
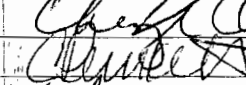
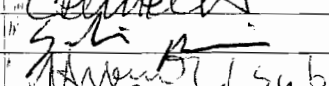
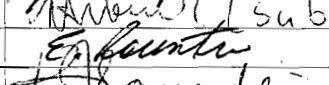
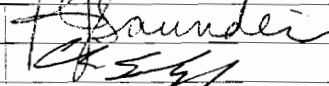
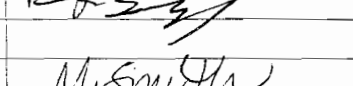
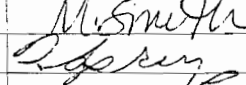
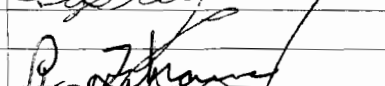
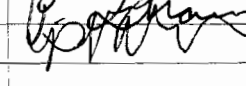
Location: Time: 2:30 p.m. Ms. Careta Taylor, Principal

	A	B	C	H
1	Last	First	Subject	Signature
47	Idicula	Thomas	Science	
48	Ingram	Joyce	CTE	
49	Jackson	David	Social Science	
50	James-Willis	Lacanda	SPED	
51	Jandura	Matthew	Social Science	
52	Johnson	Roseann	Science	
53	Jones	Debra	CTE	
54	Jones	Antoinette	English	<i>Antoinette Jones</i>
55	Jones	Claudia	Math	
56	Jones	Derrick	Science	
57	Kern	Allen	Music	
58	Loquinte	Dioscoro	Math	
59	Mannion	James	Social Science	
60	Melone	Stella	English	<i>Stella Melone</i>
61	Moody	Wanda	English	
62	Morris	Timothy	Social Science	<i>T. Morris</i>
63	Murray	Monique	Science	
64	Osborne	Todd	Art	
65	Osby	Cheryl	Art	<i>Cheryl Osby</i>
66	Plunkett	Christin	English	<i>Christin Plunkett</i>
67	Popovich	Gabriel	English	
68	Price-Dennis	Diane	Social Science	
69	Rountree	Eric	Science	
70	Saunders	Kimberly	English	
71	Scharpf	Chris	Social Science	
72	Scott	Kimberly	Counselor	
73	Smith	Melanie	Math	<i>Melanie Smith</i>
74	Springs	Teresa	English	
75	Story	Lagreta	Counselor	<i>Lagreta Story</i>
76	Thanos	Peter	Library	
77	Varney	Rhonda	English	<i>Rhonda Varney</i>
78	Walker-Ellis	Victoria	Culture of Calm	<i>V. Walker Ellis</i>
79	Williams	Erica	Math	
80	Williamson	Kelli	Music	
81	Zaragoza	Luz	Spanish	<i>Luz Zaragoza</i>
82	Kay	Krystal	CTE	

Percy L. Julian Faculty Meeting Date: Friday, March 4, 2011
 Location: Library Time: 2:30 p.m. Ms. Careda Taylor, Principal

	A	B	C	H
1	Last	First	Subject	Signature
2	Abraham	Mohan	Math	
3	Adams	Carey	Social Science	
4	Agbefe	Doris	Science	D. Agbefe
5	Allen	Teddy	Math	Teddy Allen
6	Aloway	Nina	Math	N. Aloway
7	Anderson	James	Social Science	James Anderson
8	Andrews	Tracy	Social Science	
9	Applewhite	Jackie	Science	Applewhite
10	Baltsas	Maria	English	
11	Banks	Marla	Counselor	
12	Barnett	Annitria	English	
13	Barney-Shannon	Sheila	Math	
14	Bell	Wilma	Science	Wilma Bell
15	Binns	Nathan	CTE	Nathan Binns
16	Bolden	Ruthie	PE	
17	Brooks	Delores	English	R. Brooks
18	Bryant	Robert?	CTE	
19	Burden	Sarita	English	S. Burden
20	Cadenhead	Valerie	Math	Valerie Cadenhead
21	Caldwell	Victoria	English	V. Caldwell
22	Campos	Guillermina	Spanish	G. Campos
23	Castaneda	Rebecca	Art	
24	Coleman	Krishna	Spanish	K. Coleman
25	Cooper	Lawrence	Music	
26	Covarrubias	Marta	Spanish	Marta Covarrubias
27	Coy	Shawn	English	S. Coy
28	Crowder	Joyce	PE	
29	Cyrus	Bernadell	Counselor	
30	Darnell	Theresa	Social Science	Theresa Darnell
31	Davenport	Elsa	English	
32	Doon	Rolando	Math	
33	Dunbar	Gwendolyn	Social Science	
34	Dunn	Madeline	Science	M.D.
35	Dwyer	Michelle	Science	M. Dwyer
36	Dwyer	Michelle	Science	
37	Feit	Michelle	Art	M. Feit
38	Garrett	Corliss	Science	Corliss B. Garrett
39	Garvin	Sharon	Math	Sharon Garvin
40	Gilbert	Charlotte	Programmer	
41	Gilbert-Mitchell	Marilyn	AVID	
42	Granger	Judy	CTE	
43	Green-Powell	Sharon	English	Sharon Green-Powell
44	Grisham	Frances	English	F. Grisham
45	Hobson	Scherese	English	
46	Idicula	Rachel	Math	R. Idicula

Percy L. Julian Faculty Meeting Date: Friday, March 4, 2011
 Location: Library Time: 2:30 p.m. Ms. Careda Taylor, Principal

	A	B	C	H
1	Last	First	Subject	Signature
47	Idicula	Thomas	Science	
48	Ingram	Joyce	CTE	
49	Jackson	David	Social Science	
50	James-Willis	Lacanda	SPED	
51	Jandura	Matthew	Social Science	
52	Johnson	Roseann	Science	
53	Jones	Debra	CTE	
54	Jones	Antoinette	English	
55	Jones	Claudia	Math	
56	Jones	Derrick	Science	
57	Kern	Allen	Music	
58	Loquinte	Dioscoro	Math	
59	Mannion	James	Social Science	
60	Melone	Stella	English	
61	Moody	Wanda	English	
62	Morris	Timothy	Social Science	
63	Murray	Monique	Science	
64	Osborne	Todd	Art	
65	Osby	Cheryl	Art	
66	Plunkett	Christin	English	
67	Popovich	Gabriel	English	
68	Price-Dennis	Diane	Social Science	
69	Rountree	Eric	Science	
70	Saunders	Kimberly	English	
71	Scharpf	Chris	Social Science	
72	Scott	Kimberly	Counselor	
73	Smith	Melonie	Math	
74	Springs	Teresa	English	
75	Story	Lagreta	Counselor	
76	Thanos	Peter	Library	
77	Varney	Rhonda	English	
78	Walker-Ellis	Victoria	Culture of Calm	
79	Williams	Erica	Math	
80	Williamson	Kelli	Music	
81	Zaragoza	Luz	Spanish	
82	Kay	Krystal	CTE	

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

Page 1 of 4

FY 2012 School Improvement Grant -- Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>5 Cook</u>	SCHOOL NAME <u>Julian</u>
DATE OF MEETING <u>February 25, 2011</u>	LOCATION OF MEETING <u>2nd Floor Library</u>	
PURPOSE OF MEETING <u>Security; staff meeting</u>		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
MANNION, J.	Soc. Sci. Tch	PLJ	<i>J Mannion</i>	2/25/11
Anderson, J	Soc Sci Tch	PLJ	<i>J Anderson</i>	2/25/11
<i>J. Ingram</i>	Sped	PLJ	<i>J Ingram</i>	2/25/11
<i>J. Ingram</i>	Reading Engls	PLJ	<i>J Ingram</i>	2/25/11
Tracy Andrews	Soc Science	PLJ	<i>T Andrews</i>	2/25/11
Abakorn	Math	PLJ	<i>A Abakorn</i>	2/25/11
Popovich	English	PLJ	<i>S Popovich</i>	2/25/11
Doon	Math	PLJ	<i>S Doon</i>	2/25/11
P. L. Drach	Math	PLJ	<i>P Drach</i>	2/25/11
W. Dwyer	Science	PLJ	<i>W Dwyer</i>	2/25/11

**FY 2012 School Improvement Grant -- Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>5 Cook</u>	SCHOOL NAME <u>Section</u>
DATE OF MEETING <u>February 25, 2011</u>	LOCATION OF MEETING <u>2nd Floor Library</u>	
PURPOSE OF MEETING <u>Facility Staff Meeting</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<u>Sherron Johnson</u>	<u>Teacher</u>	<u>Science</u>	<u>Sherron Johnson</u>	<u>2/25/11</u>
<u>Cheryl Osby</u>	<u>Teacher</u>	<u>Art</u>	<u>Cheryl Osby</u>	<u>2-25-11</u>
<u>Sherron Johnson</u>	<u>Teacher</u>	<u>English</u>	<u>Sherron Johnson</u>	<u>2-25-11</u>
<u>Annita Brown</u>	<u>Teacher</u>	<u>English</u>	<u>Annita Brown</u>	<u>2-25-11</u>
<u>Thomas Idrick</u>	<u>Teacher</u>	<u>Science</u>	<u>Thomas Idrick</u>	<u>2/25/2011</u>
<u>David E. Jackson</u>	<u>Teacher</u>	<u>Soc Science</u>	<u>David E. Jackson</u>	<u>2/25/2011</u>
<u>Serita M. Burden</u>	<u>Teacher</u>	<u>Soc Sci</u>	<u>Serita M. Burden</u>	<u>2/25/11</u>
<u>Stella Moore</u>	<u>Teacher</u>	<u>English</u>	<u>Stella Moore</u>	<u>2/25/11</u>
<u>Kelli Williams</u>	<u>Teacher</u>	<u>Music</u>	<u>Kelli Williams</u>	<u>2/25/11</u>

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

Page 3 of 4

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
Area 24	5 Cook	Julian
DATE OF MEETING	LOCATION OF MEETING	
February 25, 2011	2nd Floor Library	
PURPOSE OF MEETING		
Faculty & Staff Meeting		
PARTICIPANTS		
NAME	TITLE/POSITION	REPRESENTING
Nathan Davis	CTE	PLJ
CHRIS SCHARTT	TEACHER	PLJ
Matt Jandura	Teacher	PLJ
Clarla Banks	Counselor	PLJ
Kimberly Sykes	Counselor	PLJ
Brandi Willis	Teacher	PLJ
Velma Thomas	Parent Advocate	PLJ
Quon Hysel	Clark	PLJ
Marian Banks	Engaged Teacher	PLJ

SIGNATURE	DATE
<i>[Signature]</i>	2-25-11
<i>[Signature]</i>	2-25-11
<i>[Signature]</i>	2-25-11
<i>[Signature]</i>	2-25-11
<i>[Signature]</i>	2-25-11
<i>[Signature]</i>	2-25-11
<i>[Signature]</i>	2-25-11
<i>[Signature]</i>	2-25-11
<i>[Signature]</i>	2-25-11

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 21</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>5 Cook</u>	SCHOOL NAME <u>Bellevue</u>
DATE OF MEETING <u>February 25, 2011</u>	LOCATION OF MEETING <u>2nd Floor Library</u>	
PURPOSE OF MEETING <u>March 1st Staff Meeting</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Eric Rountree	Teacher	Science	<i>Eric Rountree</i>	2-25-11
Doris Agbele	Teacher	Science	<i>D. Agbele</i>	2-25-11
~~TERESA CASTANEDA~~	~~Teacher/Paraprofessional~~		~~<i>Teresa</i>~~	~~2/25/11~~
Guillermina Campos	Teacher	World Language	<i>Guillermina</i>	2/25/11
Arta Covarrubias	Teacher	World Language	<i>Arta Covarrubias</i>	2/25/11
~~Aggie L. Applewhite~~	~~Teacher~~	~~Science~~	~~<i>Aggie L. Applewhite</i>~~	~~2/25/11~~
Carl's B. Garrett	Teacher	Science	<i>Carl's B. Garrett</i>	2/25/11
Scherese Hobson	Teacher	English	<i>Scherese Hobson</i>	2/25/11
Antoinette Stoy	Counselor	Counseling	<i>Antoinette Stoy</i>	2/25/11

FY 2012 School Improvement Grant -- Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 54 46401</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>V</u>	SCHOOL NAME <u>Percy L. Julian H.S.</u>
DATE OF MEETING <u>February 25, 2011</u>	LOCATION OF MEETING <u>Parent Center, Room 113</u>	
PURPOSE OF MEETING <u>Community Partnership Breakfast</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Julia Lee	Community Liaison	Riveredge	<i>[Signature]</i>	2/25/11
Kimberly Avey	Community Relations	Huntgrove	<i>[Signature]</i>	2/25/11
Ellen Antonellis	Manager	SEA	<i>[Signature]</i>	2/25/11
Michelle Bonds	Program Supervisor	Metropolitan Family Services	<i>[Signature]</i>	2/25/11
Heather Thewte	Youth Programs Supervisor	Universal Family Connection Inc.	<i>[Signature]</i>	2/25/11
Rogers Jones	Resident Project Coordinator	Community Assistance Agency	<i>[Signature]</i>	2/25/11
Charles Taylor	Julian Principal	Julian	<i>[Signature]</i>	2/25/11
Courtney Coore	Community Liaison	Chicago Children's Center for Behavioral Health	<i>[Signature]</i>	2/25/11
Shana Smith	Student Health	PLJ	<i>[Signature]</i>	2/25/11
HA Gupta	Case Manager	PLJ	<i>[Signature]</i>	2/25/11

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

Page 2 of 11

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Area 54 46401	REGION, COUNTY, DISTRICT, TYPE CODE ✓	SCHOOL NAME Percy Julian H.S.
DATE OF MEETING February 25, 2011	LOCATION OF MEETING Parent Center, Room 113	
PURPOSE OF MEETING Community Partnership Breakfast		

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Dara Griffin	Strengthening Marketing Communication	Strengthening Families	[Signature]
Radisha Anderson	Advocate	Chicago Youth Advocate	[Signature]
Marka Bess	Counselor	P.C. Julian	[Signature]
Sharon Williams	Clinical Soc. Worker	Barry-Harris	[Signature]
Marcus Flannagh	Youth Director	South Side Help Center	[Signature]
Turron Clayton	W/A	" "	
Talwan	School Center	Jedette	[Signature]
Debbie Carr	PHS - SSP	PHS	[Signature]
Bernard Cypress	Counselor	Percy Julian	[Signature]
Kimberly Sykes	Counselor	Percy Julian	[Signature]

Page 3 of 11

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER		REGION, COUNTY, DISTRICT, TYPE CODE		SCHOOL NAME
DATE OF MEETING		LOCATION OF MEETING		
Area 34 46401		February 25, 2011		Percy L. Julian H.S.
PURPOSE OF MEETING		PARTICIPANTS		
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Phyllis O'Leary	Counselor Assistant	Counseling Dept	Phyllis O'Leary	2/25/2011
Edwina Johnson	Specialist	CPS	[Signature]	2/25/11
Tallan Willis	educator	garrett	[Signature]	2/25/11
Kimberly Scott	Counselor	Julien	[Signature]	2/25/11

Community Partner	Phone #	Email
Kimberly Lacey-Hartgrove	773-330-7710(cp)	kvhartgrove@yahoo.com
Hellen Antonopol	312-447-4367	hantonopoulos@sga-youth.org
Amanda Lewis-SGA	773-317-6945	alewis@sga-youth.org
Nichelle Bonds	773-371-3651	bonds@metrofamily.org
James L. Drake ^{CAPS}	773-590-3468	jdrake@capsinc.org
Kayla E. Jones	708-545-8100	rjones482003@yahoo.com
Carela Taylor		ctaylor1@cps.k12.il.us
Courtney Cooke	773-332-4556	courtney.cooke@unsinc.com
L. Stuy	773-535-5170	lstuy@cps.edu
Dara Griffin	847-868-4132	darayou@gmail.com
Kimberly Marchison	PLJ Staff	
Shawn Wilsham	708-229-9816	wilsham@mcost.vet
Marius Flenaugh	773-445-5445	
Thurmon Clayton	11 11 11	
Sonja A. Abrams	773-468-4660	sonja.abrams@chicagoyouthcenter.org
Phyllis Oladipo ^{MS.O}	773-535-5188	
Edwin D. Johnson	773-533-3736	edjohnson@cps.edu
Kimberly Scott	773-535-5214	kdscott@cps.edu

[illegible]

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Shavonda Waddley	Mentor Moms	Metropolitan Family Services	Shavonda Waddley
Daria Redding	CASE MANAGER	Metropolitan Family Services	Daria Redding
Edwin D. Johnson	Counselor I	OSCS	Edwin D. Johnson
Velma Thomas	Specialist	Julian N.S.	Velma Thomas
Chantrelle Jones	Parent Advocate	Julian	Chantrelle Jones
Shavonda Smith	Counselor	Julian H.S.	Shavonda Smith
Arrenda Lewis	SGA Counselor	SGA Youth & Family Services	Arrenda Lewis
Kimberly Murchison	Data Analyst	Julian H.S.	Kimberly Murchison
Bernadell Gyris	Counselor	Julian H.S.	Bernadell Gyris
Charla Banks	Counselor	Julian H.S.	Charla Banks

NOTICE IS HEREBY GIVEN that the Local School Council of Julian High School has scheduled their regular monthly business meeting to take place at Julian High School on Thursday February 17, 2011, 2011 at 7:00 pm.

LSC REGULAR BUSINESS MEETING AGENDA

Audio, Visual, Actions, and Votes

PERCY LAVON JULIAN HIGH SCHOOL

10330 S. ELIZABETH, ROOM 113

THURSDAY February 17,, 2011

- Call to Order
 - Roll Call
 - Approval of Agenda
 - Approval of Minutes
 - Public Comments
 - Reports
1. Chairperson
 2. Principal
 - a. Spec. Ed/LRE
 - b. SIP-G APPLICATION PROCESS
 3. Amendments : (DISCUSSION/VOTE)
 4. • AVENTA CREDIT RECOVERY CLASSES FOR SENIORS and SUMMER 100 Seats, \$17,000
 5. • PE RECOVERY CLASS (Juniors and Seniors) \$5,600
 6. • AP Government Books – Class Set \$5,500
 7. • Calculators for Juniors PSAE 190 - \$19,000
 8. • AVENTA Mentor Teacher Bucket - \$6,000
 9. • UIC Teacher Curriculum Alignment Professional Development Teacher Bucket \$6,000

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

LSC

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Area 24 46401	REGION, COUNTY, DISTRICT, TYPE CODE V Cook	SCHOOL NAME Percy L. Julian
DATE OF MEETING 2-17-11	LOCATION OF MEETING Percy L. Julian High School, Room 113	

PURPOSE OF MEETING

Local School Council Meeting

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
LARRY ROBERTS	PASTOR	CAAAD	Larry Roberts	2-17-11
Robert Lloyd	Chancellor			
Bert McQueen	Historian	CAAAD	Bert McQueen	2-17-11
Annette Stauter	Secretary to Principal	Julian	Annette Stauter	2-17-11
Cherale Tyson	Parent	Julian	Cherale Tyson	2-17-11
BERNARD K. KELLY	Community	PLT	Bernard K. Kelly	2-17-11
Althea Green	PARENT	Julian	Althea Green	2-17-11
Rosette Heard	Student	Student	Rosette Heard	2-17-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools / 299 V book	REGION, COUNTY, DISTRICT, TYPE CODE V book	SCHOOL NAME Percy L. Julian H.S.
DATE OF MEETING 11 Feb. 11	LOCATION OF MEETING Julian H.S. 2nd Floor Library	

PURPOSE OF MEETING
Professional Development

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Ms. A. Jones	Eng. Teacher	Julian	<i>A. Jones</i>	2/11/11
Esa Dave Smith	ENGUSIT	"	<i>Esa Dave Smith</i>	2/11/11
Manci Pultas	English	"	<i>Manci Pultas</i>	2/11/11
Madeline Dunn	Spec Ed	"	<i>Madeline Dunn</i>	2-11-11
Tracy Andrews	Social Science	"	<i>Tracy Andrews</i>	2-11-11
Cheryl Osby	Art	"	<i>Cheryl Osby</i>	2-11-11
Rolando Poon	Math	"	<i>Rolando Poon</i>	2-11-11
Carlisle B. Garrett	SPE/Science	"	<i>C. Garrett</i>	2-11-11
Gwen Dumbauld	Soc. Sci	"	<i>Gwen Dumbauld</i>	2/11/11
Bernadell Cyrus	Counselor	"	<i>Bernadell Cyrus</i>	2/11/11

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

Page 2 of 5

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Area 24 46461 OPS-299	REGION, COUNTY, DISTRICT, TYPE CODE V Cook	SCHOOL NAME Percy L. Julian
DATE OF MEETING February	LOCATION OF MEETING 2nd Floor Library	
PURPOSE OF MEETING staff Professional Development		

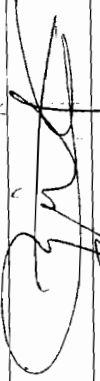
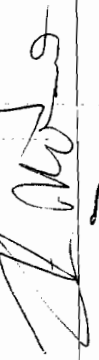
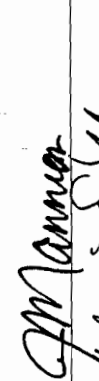
PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Victoria Caldwell	Teacher	PLJ	Victoria Caldwell
Tracy Banks	Teacher	PLJ	Tracy Banks
Shawn Davis	Teacher	PLJ	Shawn Davis
Amelia Barnes	Teacher	PLJ	Amelia Barnes
REBECCA CASTANEDA	TEACHER/ART	PLJ	Rebecca
Michelle Dwyer	"	PLJ	Michelle Dwyer
DERRECK JONES	Teacher/Service	PLJ	DERRECK JONES
Marie T. Cadenhead	Special Ed Teacher	PLJ	Marie T. Cadenhead
S. Coy	Sped. Tchr	PLJ	Shawn Coy
Charlotte Gilbert	Programmer	PLJ	Charlotte Gilbert

**FY 2012 School Improvement Grant - Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24 46401 OPS- 2019</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>V Cook</u>	SCHOOL NAME <u>Kerrey L. Julian</u>
DATE OF MEETING <u>February 11, 2011</u>	LOCATION OF MEETING <u>2nd Floor Library</u>	
PURPOSE OF MEETING <u>Staff Professional Development</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
DIOSCORO LOQUINTE	MATH TEACHER	SCIENCE/MATH		2/11/11
Tim Morris	Soc Sci Dept Co-Chair	Social Science		2/11/11
Michelle Feit	Art teacher	Art		2/11/11
Kelli D. Williamson	Music Teacher	Music		2/11/11
TEDDY ALLEN	Math Teacher	Math		2/11/11
J.A. Ingram	CTE Teach	CTE		2-11-2011
James Mannion	Soc. Sci Teacher	Soc. Sci		2-11-11
Lawrence Cooper	Music Teacher	Music		2-11-11
James Mannion	Social Science Teacher	Julian		2/11/11
MERONIE SMITH	MATH TEACHER	MATH		2/11/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Area 24 46401 CPS - 2579	REGION, COUNTY, DISTRICT, TYPE CODE ✓ Cook	SCHOOL NAME Perry L. Sullivan HS.
DATE OF MEETING February 11, 2011	LOCATION OF MEETING 2nd Floor Library	
PURPOSE OF MEETING Staff Professional Development		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Glenda Moore		Julian		
D. Azofe		Julian	D. Azofe	2/11/11
G. Popovich		Julian	G. Popovich	2/11/11
Chris Senzaf		Julian	Chris Senzaf	2/11/11
Mat + Jundura	Teacher	Julian	Mat + Jundura	2/11/11
Roseann Johnson	Teacher	Julian	Roseann Johnson	2/11/11
Marka Jinks	Counselor	Julian	Marka Jinks	2/11/11
Donna True-Dennis	Teacher	Julian	Donna True-Dennis	2-11-11
Eric Courtree	Teacher	PLS	Eric Courtree	2-11-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24 46401 CPS-299</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>V Cook</u>	SCHOOL NAME <u>Percy L. Julian H.S.</u>

DATE OF MEETING <u>February 11, 2011</u>	LOCATION OF MEETING <u>2nd Floor Library</u>

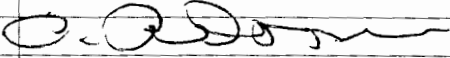
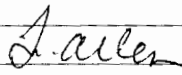
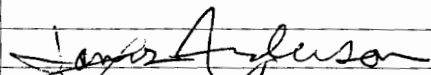
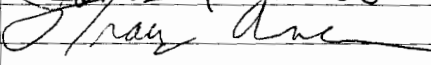
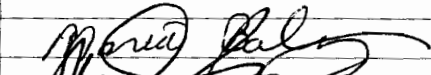
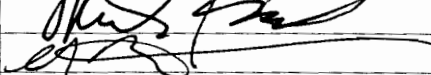
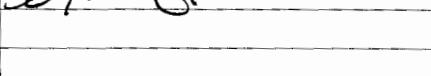
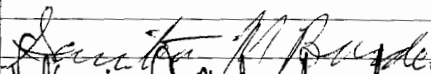
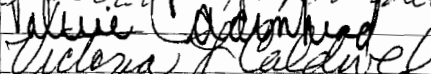
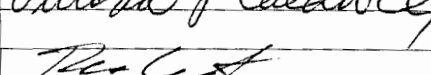
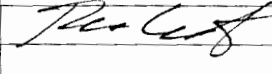
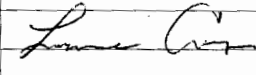
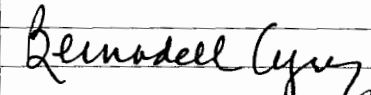
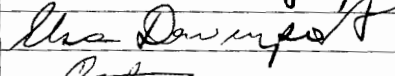
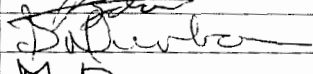
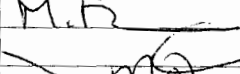
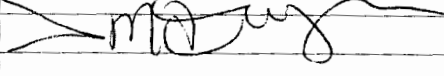
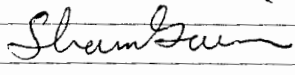
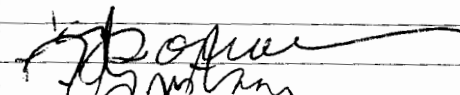
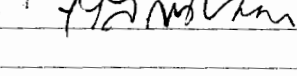
PURPOSE OF MEETING
Staff Professional Development

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Marta Covarrubias	Teacher	World language	<i>Marta Covarrubias</i>	2-11-11
Krishna Coleman	Teacher	World language	<i>K. B. Coleman</i>	2-11-11
Guillermina Campos	Teacher	World language	<i>Guillermina Campos</i>	2/11/11
Judy Granger	Teacher	Julian	<i>Judy Granger</i>	2-11-11
Thomas Idracula	Teacher	Julian	<i>Thomas Idracula</i>	2-11-11
Abraham Jones	Teacher	Jones	<i>Abraham Jones</i>	2/11/11
Claudia Jones	Teacher	Math	<i>Claudia Jones</i>	2/11/11
Sarita Burden	Teacher	English/Julian	<i>Sarita Burden</i>	2/11/11
Scherese Hobson	Teacher	English	<i>Scherese Hobson</i>	2/11/11
Stella Molone	Teacher	English/Julian	<i>Stella Molone</i>	2/11/11

huz Zaragosa Teacher World Language Zaragosa 2-11-11

Stett

Percy L. Julian Professional Development Date: Friday, February 11, 2011
 Location: Library Time: 2:17 - 2:48 pm Ms. Careda Taylor, Principal

	A	B	C	H
1	Last	First	Subject	Signature
2	Abraham	Mohan	Math	
3	Adams	Carey	Social Science	
4	Agbefe	Doris	Science	
5	Allen	Teddy	Math	
6	Aloway	Nina	Math	
7	Anderson	James	Social Science	
8	Andrews	Tracy	Social Science	
9	Applewhite	Jackie	Science	
10	Baltsas	Maria	English	
11	Banks	Marla	Counselor	
12	Barnett	Annitria	English	
13	Barney-Shannon	Sheila	Math	
14	Bell	Wilma	Science	
15	Binns	Nathan	CTE	
16	Bolden	Ruthie	PE	
17	Brooks	Delores	English	
18	Bryant	Robert?	CTE	
19	Burden	Sarita	English	
20	Cadenhead	Valerie	Math	
21	Caldwell	Victoria	English	
22	Campos	Guillermina	Spanish	
23	Castaneda	Rebecca	Art	
24	Coleman	Krishna	Spanish	
25	Cooper	Lawrence	Music	
26	Covarrubias	Marta	Spanish	
27	Coy	Shawn	English	
28	Crowder	Joyce	PE	
29	Cyrus	Bernadell	Counselor	
30	Darnell	Theresa	Social Science	
31	Davenport	Elsa	English	
32	Doon	Rolando	Math	
33	Dunbar	Gwendolyn	Social Science	
34	Dunn	Madeline	Science	
35	Dwyer	Michelle	Science	
36	Dwyer	Michelle	Science	
37	Feit	Michelle	Art	
38	Garrett	Corliss	Science	
39	Garvin	Sharon	Math	
40	Gilbert	Charlotte	Programmer	
41	Gilbert-Mitchell	Marilyn	AVID	
42	Granger	Judy	CTE	
43	Green-Powell	Sharon	English	
44	Grisham	Frances	English	
45	Hobson	Scherese	English	
46	Idicula	Rachel	Math	

staff
Percy L. Julian Professional Development Date: Friday, February 11, 2011
Location: Library Time: 2:17 - 2:48 pm Ms. Careda Taylor, Principal

	A	B	C	H
1	Last	First	Subject	Signature
47	Idicula	Thomas	Science	
48	Ingram	Joyce	CTE	
49	Jackson	David	Social Science	<i>[Signature]</i>
50	James-Willis	Lacanda	SPED	
51	Jandura	Matthew	Social Science	
52	Johnson	Roseann	Science	
53	Jones	Debra	CTE	
54	Jones	Antoinette	English	<i>[Signature]</i>
55	Jones	Claudia	Math	<i>[Signature]</i>
56	Jones	Derrick	Science	<i>[Signature]</i>
57	Kern	Allen	Music	<i>[Signature]</i>
58	Loquinte	Dioscoro	Math	
59	Mannion	James	Social Science	<i>[Signature]</i>
60	Melone	Stella	English	<i>[Signature]</i>
61	Moody	Wanda	English	<i>[Signature]</i>
62	Morris	Timothy	Social Science	
63	Murray	Monique	Science	<i>[Signature]</i>
64	Osborne	Todd	Art	
65	Osby	Cheryl	Art	<i>[Signature]</i>
66	Plunkett	Christin	English	
67	Popovich	Gabriel	English	
68	Price-Dennis	Diane	Social Science	<i>[Signature]</i>
69	Rountree	Eric	Science	
70	Saunders	Kimberly	English	
71	Scharpf	Chris	Social Science	
72	Scott	Kimberly	Counselor	
73	Smith	Melonie	Math	<i>[Signature]</i>
74	Springs	Teresa	English	
75	Story	Lagreta	Counselor	
76	Thanos	Peter	Library	
77	Varney	Rhonda	English	
78	Walker-Ellis	Victoria	Culture of Calm	
79	Williams	Erica	Math	
80	Williamson	Kelli	Music	
81	Zaragoza	Luz	Spanish	

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Chicago Public Schools / 299</u>	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <u>Perry L. Julian</u>
DATE OF MEETING <u>11 Feb. 11</u>	LOCATION OF MEETING <u>Julian H.S.</u>	
PURPOSE OF MEETING <u>Safety and Security Meeting</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<u>Reggie Williams</u>	<u>Deputy Director</u>	<u>Safety & Security</u>	<u>[Signature]</u>	<u>2-11-11</u>
<u>Therchi A. Sadiki</u>	<u>Asst. Principal</u>	<u>Julian</u>	<u>[Signature]</u>	<u>2 Feb. 11</u>
<u>Sam Gibson</u>	<u>Managers Support Director</u>	<u>Area 24 Office</u>	<u>[Signature]</u>	<u>2-11-11</u>
<u>George Dewell</u>	<u>School Resource Officer</u>	<u>C.P.D</u>	<u>[Signature]</u>	<u>11 Feb 11</u>
<u>Camille Davis</u>	<u>Security Sup.</u>	<u>CPS</u>	<u>[Signature]</u>	<u>2/11/11</u>

CTE

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER 299	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME Percy L. Julian
DATE OF MEETING Feb. 11, 2011	LOCATION OF MEETING Percy L. Julian H.S.	

PURPOSE OF MEETING
Planning for CTE Academy Program

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Johnnie Turner	Manager	CPS CTE	<i>Johnnie Turner</i>	2-11-2011
Allie Whittehurst	CoC Coordinator	Julian	<i>Allie Whittehurst</i>	2-11-2011
Krystal Kay	College & Career Coach	Julian	<i>Krystal Kay</i>	2-11-2011
Jill Regen	CTE Manager	CPS CTE	<i>Jill Regen</i>	2-11-2011

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools / 299 V Cook	REGION, COUNTY, DISTRICT, TYPE CODE Cook	SCHOOL NAME Perry L. Julian H.S.
DATE OF MEETING 11 Feb. 11	LOCATION OF MEETING Julian H.S. 2nd Floor Library	

PURPOSE OF MEETING
Professional Development

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Ms. A. Jones	Eng. Teacher	Julian	<i>A. Jones</i>	2/11/11
Eisa Davenport	English	"	<i>Eisa Davenport</i>	2/11/11
Manci Paltas	English	"	<i>Manci Paltas</i>	2/11/11
Madeline Dunn	Spec Ed	"	<i>Madeline Dunn</i>	2-11-11
Tracy Andrews	Social Science	"	<i>Tracy Andrews</i>	2-11-11
Cheryl Osby	Art	"	<i>Cheryl Osby</i>	2-11-11
Rolando Owen	Math	"	<i>Rolando Owen</i>	2-11-11
Corlis B. Garrett	SPED/Science	"	<i>C. Garrett</i>	2-11-11
Gwen Dunbar	Soc. Sci	"	<i>Gwen Dunbar</i>	2/11/11
Bernadell Lewis	Counselor	"	<i>Bernadell Lewis</i>	2/11/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Area 24 46401 OPS-299	REGION, COUNTY, DISTRICT, TYPE CODE V Cook	SCHOOL NAME Percy L. Julian
DATE OF MEETING February	LOCATION OF MEETING 2nd Floor Library	
PURPOSE OF MEETING Staff Professional Development		

PARTICIPANTS

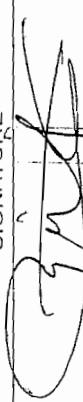
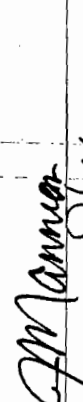
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Victoria Caldwell	Teacher	PLJ	Victoria Caldwell	2/11/11
Travis Smith	Teacher	PLJ	Travis Smith	2/11/11
Shawn Davis	Teacher	PLJ	Shawn Davis	2/11/11
Annalisa Barone	Teacher	PLJ	Annalisa Barone	2/11/11
REBECCA CASTANEDA	TEACHER/ART	PLJ	REBECCA	2/11/11
Michelle Dwyer	"	PLJ	Michelle Dwyer	"
DERRICK JONES	Teacher/Science	PLJ	DERRICK JONES	02/11/11
Marie T. Cohenhead	Special Ed Teacher	PLJ	Marie T. Cohenhead	2/11/11
S. Goy	Sped. Tchr	PLJ	Shawn Goy	2/11/11
Charlotte Gilbert	Programmer	PLJ	Charlotte Gilbert	2/11/11

**FY 2012 School Improvement Grant - Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24 46401 OPS- 2009</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>V Cook</u>	SCHOOL NAME <u>Percy L. Julian</u>
DATE OF MEETING <u>February 11, 2011</u>	LOCATION OF MEETING <u>2nd Floor Library</u>	
PURPOSE OF MEETING <u>Staff Professional Development</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
DIOSCORO LOQUINTE	MATH TEACHER	SCIENCE/MATH		2/11/11
Tim Morris	Soc Sci Dept Co-Chair	Social Science		2/11/11
Michelle Feat	Art teacher	Art		2/11/11
Kelli D. Williams	Music Teacher	Music		2/11/11
TEDDY ALLEN	Math Teacher	Math		2/11/11
J. A. Ingram	CTE Teach	CTE		2-11-2011
~~James Mannion~~	Soc. Sci Teacher	Soc Sci		2-11-11
Lawrence Coopers	Music Teacher	Music		2-11-11
James Mannion	Social Science Teacher	Julien		2/11/11
MELODIE SMITH	MATH TEACHER	MATH		2/11/11

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Area 24 46401 CPS - 229	REGION, COUNTY, DISTRICT, TYPE CODE ✓ Cook	SCHOOL NAME Perry L. Julian HS.
DATE OF MEETING February 11, 2011	LOCATION OF MEETING 2nd Floor Library	
PURPOSE OF MEETING Staff Professional Development		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Glenda May		Julian		
P. Azkefe		Julian	P. Azkefe	2/11/11
G. Popovich		Julian	G. Popovich	2/11/11
Chris Schnapp		Julian	Chris Schnapp	2/11/11
Matt Sundura	Teacher	Julian	M. Sundura	2/11/11
Roseann Johnson	Teacher	Julian	Roseann Johnson	2/11/11
Maria Jaks	Counselor	Julian	M. Jaks	2/11/11
Doreen Freemon	Teacher	Julian	Doreen Freemon	2-11-11
Eric Lowtree	Teacher	PLS	Eric Lowtree	2-11-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Area 24 46401 CPS-299	REGION, COUNTY, DISTRICT, TYPE CODE V Cook	SCHOOL NAME Percy L. Julian H.S.
DATE OF MEETING February 11, 2011	LOCATION OF MEETING 2nd Floor Library	
PURPOSE OF MEETING Staff Professional Development		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Marta Covarrubias	Teacher	World language	Marta Covarrubias	2-11-11
Kristina Coleman	Teacher	World language	Kristina Coleman	2-11-11
Guillermina Campos	Teacher	World language	Guillermina Campos	2/11/11
Judy Granger	Teacher	Julian	Judy Granger	2-11-11
Thomas Idracula	Teacher	Julian	Thomas Idracula	2-11-11
Abraham Jones	Teacher	Julian	Abraham Jones	2/11/11
Claudia Jones	Teacher	Math	Claudia Jones	2/11/11
Sarita Burden	Teacher	English/Julian	Sarita Burden	2/11/11
Scherese Hobson	Teacher	English	Scherese Hobson	2/11/11
Stella Molone	Teacher	English/Julian	Stella Molone	2/11/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
David E. Jackson	Teacher	Social Science	<i>[Signature]</i>	2-9-11
Elsa Davenport	Teacher		<i>[Signature]</i>	2-9-11
Rhonda Varney	Teacher		<i>[Signature]</i>	2/9/11
Tim Morris	Teacher	Social Science	<i>[Signature]</i>	2/9/11
Michelle Fest	teacher	art	<i>[Signature]</i>	2/9/11
Joyce L. Crowder	teacher	Physical Education	<i>[Signature]</i>	2/9/11
Joyce A. Ingram	teacher	CTE	<i>[Signature]</i>	2-9-11
Krishna B. Coleman	Teacher	World Language	<i>[Signature]</i>	2-9-11
Monique Murray	teacher	Science	<i>[Signature]</i>	2-9-11
Kelli D. Williamson	teacher	Music	<i>[Signature]</i>	2-9-11

Page 2 of 2

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

[illegible]

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

Page 1 of 1

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING <i>Tuesday, Jan 25, 2011</i>	LOCATION OF MEETING <i>Genesis Café</i>	<i>Percy L. Julian</i>
PURPOSE OF MEETING <i>CARE TEAM</i>		

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
<i>Aime Whitehurst</i>	<i>Cod Coordinator</i>	<i>Julian</i>	<i>Aime Whitehurst</i>
<i>Hmanda Lewis</i>	<i>SGA Counselor</i>	<i>Julian H.S. - SGA</i>	<i>Hmanda Lewis</i>
<i>Kimberly Scott</i>	<i>Counselor</i>	<i>Julian H.S.</i>	<i>Kimberly Scott</i>
<i>Marla Banks</i>	<i>Counselor</i>	<i>Julian H.S.</i>	<i>Marla Banks</i>
<i>Kimberly Sykes</i>	<i>Counselor</i>	<i>Julian H.S.</i>	<i>Kimberly Sykes</i>
<i>Nana Smith</i>	<i>Student Advocate</i>	<i>Julian High School</i>	<i>Charles Smith</i>
<i>Dennard Cyrus</i>	<i>Counselor</i>	<i>Julian H.S.</i>	<i>Dennard Cyrus</i>
<i>Kimberly Mwachison</i>	<i>Data Analyst</i>	<i>Julian H.S.</i>	<i>Kimberly Mwachison</i>
<i>Ibrahim Muhammad</i>	<i>SWR</i>	<i>Julian H.S.</i>	<i>Ibrahim Muhammad</i>

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>District 299</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>COOH</u>	SCHOOL NAME <u>Percy L Julian H.S.</u>
DATE OF MEETING <u>1-24-2011</u>	LOCATION OF MEETING <u>Principal's Conference Room</u>	
PURPOSE OF MEETING <u>Discuss Outreach and Community Involvement - SIG</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Gareeda Taylor	Principal	Percy L Julian	Gareeda Taylor	1-24-2011
David White	Director of Trinity All Nations Outreach Ministries	Canal Fertilizer	Gerald K. Yman	1-24-2011
Patricia Brumfield	Trinity All Nations	CHAD Representative Out of School Suspension	Patricia Brumfield	1-24-2011
Gary Roberts, Sr.	Trinity All Nations	CAAD	Gary Roberts, Sr.	1-24-2011
Allie Whitehurst	CoC Coordinator	P.L. Julian	Gary Roberts, Sr.	1-24-2011

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
299 Chicago	Cook	Percy L. Julian
DATE OF MEETING	LOCATION OF MEETING	
January 24, 2011	Percy L. Julian H.S.	
PURPOSE OF MEETING		
To discuss the NAF self Assessment Meeting and SIG G/CTE Expansion		
PARTICIPANTS		
NAME	TITLE/POSITION	REPRESENTING
Sareeda Taylor	Principal	Julian
Kyr-Gene Wilborn	CTE Program/ACF Director	CPs/CTE
J.A. Ingram	CTE Teacher	Julian
Kristal Kan	College + Career Coach	Julian
Nathan D'haas	CTE Teach	Julian
Alicia Whitehurst	CoC Coordinator	Julian
Charlotte Gilbert	Scheduler	Julian
Thelma A. Sadie	A.P.	Julian

SIGNATURE	DATE
Sareeda Taylor	1-24-2011
Kyr-Gene Wilborn	24 Jan 2011
Jayce A. Ingram	1-24-2011
Kristal R. Kan	1-24-2011
Nathan D'haas	1-24-2011
Alicia Whitehurst	1-24-2011
Charlotte Gilbert	1/24/11
Thelma A. Sadie	24 Jan 11

LOCAL SCHOOL COUNCIL MEETING SIGN-IN SHEET & CHECKLIST

THURSDAY 1/6/11

LSC Board Members	Signatures
Careda Taylor, Principal	<i>Careda Taylor</i>
Yvonne Daylie, Chair	<i>Yvonne Daylie</i>
Lloyd Bell, Vice-Chair	<i>Lloyd Bell</i>
Eben Credit, Secretary	<i>Eben Credit</i>
Althea Green, Parent Rep.	<i>Althea Green</i>
Bernard Kelly, Community Rep.	<i>Bernard Kelly</i>
Lee Nelson, Parent Rep.	<i>Lee Nelson</i>
Patricia Thurmond-Jones, Parent Rep.	<i>Patricia Thurmond-Jones</i>
Zelma Stevenson, Parent Rep.	<i>Zelma Stevenson</i>
Gwendolyn Dunbar, Teacher Rep.	<i>Gwendolyn Dunbar</i>
Melanie Dyer, Student Rep.	<i>Abs.</i>

* Present and got folder

* Present and got folder

Checklist of Items in LSC Packet

1. Budget Report
 - a. GL Expenditure Report dated 12-27-10
 - b. State Funds (225) 12-1 thru 12-31-10
 - c. Federal Funds (332) 12-01 thru 12-31-10
 - d. Culture of Calm Funds (331) 12-01 thru 12-31-10
 - e. Percy L. Julian High School Positions FY 2010-2011
2. Internal Accounting Summary Trial Balance (12-1 thru 12-31-10)
3. Program Office Report
4. Attendance Report
5. Teacher & Learning Report
6. Discipline Report
7. College Report
8. Counselor Report
9. Parent Involvement Report

* Careda Taylor

LSC was given
the LAPTOP
From CPS -
Dell New
Careda Taylor

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24 46401</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>V Cook</u>	SCHOOL NAME <u>Percy Le Seclion</u>
DATE OF MEETING <u>December 15, 2010</u>	LOCATION OF MEETING <u>Library</u>	
PURPOSE OF MEETING <u>Student Senate</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Print Name	Student	Seniors		12/15/11
Aishia Beaudou	Student	senior	Aishia Beaudou	1/27/2011
Niyayai Ellison	Student	senior	Niyayai Ellison	1/27/2011
Tanya Johnson	Student	senior	Tanya Johnson	1/27/2011
Shantia Johnson	Student	senior	Shantia Johnson	1/27/2011
Lanisha Moss	Student	senior	Lanisha Moss	1/27/2011
Latrice Taylor	Student	senior	Latrice Taylor	1/27/2011
Latasha Pinkston	Student	senior	Latasha Pinkston	1/27/2011

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

[illegible]

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Area 24 46401</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>✓ Cook</u>	SCHOOL NAME <u>Pulaski High School</u>
DATE OF MEETING <u>12/10</u>	LOCATION OF MEETING <u>2nd Floor Library</u>	

PURPOSE OF MEETING
Full Student Senate Meeting

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
<u>Prin F</u>	<u>Student</u>	<u>Juniors</u>	
<u>Jasmine Pearson</u>	<u>Student</u>	<u>JR</u>	<u>Jasmine Pearson</u>
<u>Wade White</u>	<u>Student</u>	<u>Junior</u>	<u>Wade White</u>
<u>Alicia Wren</u>	<u>Student</u>	<u>Junior</u>	<u>Alicia Wren</u>
<u>Ryan Dossard</u>	<u>Student</u>	<u>Junior</u>	<u>Ryan Dossard</u>
<u>Letitia Lash</u>	<u>Student</u>	<u>Junior</u>	<u>Letitia Lash</u>
<u>Rosetta Ford</u>	<u>Student</u>	<u>Junior</u>	<u>Rosetta Ford</u>
<u>Yamika Cogwell</u>	<u>Student</u>	<u>Junior</u>	<u>Yamika Cogwell</u>
<u>Ashley Hayes</u>	<u>Student</u>	<u>Junior</u>	<u>Ashley Hayes</u>
<u>Therrell Williams</u>	<u>Student</u>	<u>Junior</u>	<u>Therrell Williams</u>

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

[illegible]

LOCAL SCHOOL COUNCIL MEETING SIGN-IN SHEET & CHECKLIST

THURSDAY 12/2/10

LSC Board Members	Signatures
Careda Taylor, Principal	
Yvonne Daylie, Chair	<i>Yvonne Daylie</i>
Lloyd Bell, Vice-Chair	<i>Lloyd Bell</i>
Eben Credit, Secretary	<i>Eben Credit</i>
Althea Green, Parent Rep.	
Bernard Kelly, Community Rep.	<i>Bernard Kelly</i>
Lee Nelson, Parent Rep.	<i>Lee Nelson</i>
Patricia Thurmond-Jones, Parent Rep.	<i>Patricia Thurmond-Jones</i>
Zelma Stevenson, Parent Rep.	<i>Zelma Stevenson</i>
Gwendolyn Dunbar, Teacher Rep.	<i>Gwendolyn Dunbar</i>
Melanie Dyer, Student Rep.	

Checklist of Items in LSC Packet

1. Julian SIP G Recommendation (11/30/10)
2. CPS Area 24 – Walkthrough Data Report
3. Program Office Report
4. Attendance Report
5. Teacher & Learning Report
6. Discipline Report
7. Julian – 8th Grade Visit Schedule (Revised 11/10/10)
8. Counselor Report
9. Budget Report
 - a. GL Expenditure Report dated 11-29-10
 - b. Board Funds (115) 11-1 thru 11-30-10
 - c. State Funds (225) 11-1 thru 11-30-10
 - d. Federal Funds (332) 11-1 thru 11-30-10
 - e. Culture of Calm Funds (331) 11-1 thru 11-30-10
 - f. Federal Positions dated 12/1/10
 - g. State Positions dated 12/1/10
 - h. Board Positions dated 12/1/10
10. Internal Accounting Summary Trial Balance (11-1 thru 11-30-10)
11. Culture of Calm Report dated 12-2-10

Percy L. Julian High School
 Faculty Attendance Sheet Date: 11/23
 Subject: Transformation - Staff voting on strategies

	A	B	C	H
1	Last	First	Subject	Signature
2	Abraham	Mohan	Math	<i>C. Adams</i>
3	Adams	Carey	Social Science	
4	Agbefe	Doris	Science	
5	Allen	Teddy	Math	<i>Teddy Allen</i>
6	Aloway	Nina	Math	<i>Nalany</i>
7	Anderson	James	Social Science	<i>ABSENT</i>
8	Andrews	Tracy	Social Science	<i>Tracy Andrews</i>
9	Applewhite	Jackie	Science	<i>Applewhite</i>
10	Baltsas	Maria	English	<i>Maria</i>
11	Banks	Maria	Counselor	
12	Barnett	Annitria	English	<i>AB</i>
13	Barney-Shannon	Sheila	Math	<i>LEAVE</i>
14	Bell	Wilma	Science	
15	Binns	Nathan	CTE	<i>Nathan Binns</i>
16	Bolden	Ruthie	PE	<i>Ruthie Bolden</i>
17	Brooks	Delores	English	<i>Delores Brooks</i>
18	Bryant	Robert?	CTE	
19	Burden	Sarita	English	<i>Sarita Burden</i>
20	Cadenhead	Valerie	Math	<i>Valerie Cadenhead</i>
21	Caldwell	Victoria	English	<i>Victoria Caldwell</i>
22	Campos	Guillermina	Spanish	<i>Campos</i>
23	Castaneda	Rebecca	Art	<i>ABSENT</i>
24	Coleman	Krishna	Spanish	<i>K. Coleman</i>
25	Cooper	Lawrence	Music	<i>L. Cooper</i>
26	Covarrubias	Marta	Spanish	<i>Marta Covarrubias</i>
27	Coy	Shawn	English	
28	Crowder	Joyce	PE	
29	Cyrus	Bernadell	Counselor	
30	Darnell	Theresa	Social Science	<i>Theresa Darnell</i>
31	Davenport	Elsa	English	<i>Elsa Davenport</i>
32	Doon	Rolando	Math	<i>Doon</i>
33	Dunbar	Gwendolyn	Social Science	<i>PD</i>
34	Dunn	Madeline	Science	<i>Madeline Dunn</i>
35	Dwyer	Michelle	Science	<i>Dwyer</i>
36	Feit	Michelle	Art	<i>Michelle Feit</i>
37	Garrett	Corliss	Science	<i>Corliss B. Garrett</i>
38	Garvin	Sharon	Math	<i>Sharon Garvin</i>
39	Gilbert	Charlotte	Programmer	
40	Gilbert-Mitchell	Marilyn	AVID	<i>Marilyn Gilbert-Mitchell</i>
41	Granger	Judy	CTE	<i>Judy Granger</i>
42	Green-Powell	Sharon	English	<i>Sharon Green-Powell</i>
43	Grisham	Frances	English	<i>Grisham</i>
44	Hobson	Scherese	English	<i>Scherese Hobson</i>
45	Idicula	Rachel	Math	<i>Idicula</i>
46	Idicula	Thomas	Science	
47	Ingram	Joyce	CTE	<i>J. A. Ingram</i>

Grant

Carol

Carol Smith

	A	B	C	H
1	Last	First	Subject	Signature
48	Jackson	David	Social Science	David Jackson
49	James-Willis	Lacanda	SPED	Lacanda James Willis
50	Jandura	Matthew	Social Science	M Jandura
51	Johnson	Roseann	Science	
52	Jones	Debra	CTE	Debra Jones
53	Jones	Antoinette	English	Antoinette Jones
54	Jones	Claudia	Math	
55	Jones	Derrick	Science	Derrick Jones
56	Kern	Allen	Music	Allen Kern
57	~~Last~~	~~Name~~	~~Department~~	
58	Loquinte	Dioscoro	Math	
59	Mannion	James	Social Science	James Mannion
60	Melone	Stella	English	Stella Melone
61	Moody	Wanda	English	Wanda Moody
62	Morris	Timothy	Social Science	ABSENT
63	Murray	Monique	Science	
64	Osborne	Todd	Art	GALLERY 37
65	Osby	Cheryl	Art	C Osby
66	Plunkett	Christin	English	C Plunkett
67	Popovich	Gabriel	English	
68	Price-Dennis	Diane	Social Science	
69	Rountree	Eric	Science	E Rountree
70	Saunders	Kimberly	English	
71	Scharpf	Chris	Social Science	
72	Scott	Kimberly	Counselor	
73	Smith	Melonie	Math	M Smith
74	~~Seals~~	~~Vertis~~	~~Math~~	
75	Springs	Teresa	English	Teresa Springs
76	Story	Lagreta	Counselor	Sharon Story
77	Thanos	Peter	Library	
78	Varney	Rhonda	English	
79	Walker-Ellis	Victoria	Culture of Calm	V Walker-Ellis
80	Williams	Erica	Math	ABSENT
81	Williamson	Kelli	Music	
82	Zaragoza	Luz	Spanish	
83	Kay	Krystal	College/Career	Krystal R. Kay

Sykes Kimberly Counseling Kimberly Sykes
Cherale Tyson Career Counselor

Deborah Short Call Center Deborah Short

Kimberly Murchison Clerk Kimberly Murchison
Velma Thomas Clerk Velma Thomas Parent Advocate

November 17, 2010

ILT Agenda

Topics

UIC – November 30th Meeting

CPS School Report Card – Julian

Data Analysis Documents – Discussion

High School Transformation

Track E School Year?

CHICAGO PUBLIC SCHOOLS
 DAILY RECORD OF EMPLOYEES' TIME

ILT Members
 Sign In Sheet
 (Timesheet)

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees.

☐ TEACHER

☐ CAREER SERVICE

SHEET NUMBER

11 / 17 / 18
 MONTH DAY YEAR

LINE	FIRST ARRIVAL		FIRST DEPARTURE		SECOND ARRIVAL		FINAL DEPARTURE		LINE	EXCEPTION Type and Hours	COMMENTS
	TIME	INITIALS	TIME	INITIALS	TIME	INITIALS	TIME	INITIALS			
1	3:15	DA					5:00	DA	1		DAVID E. JACKSON
2	3:15	KL					5:00	KL	2		Krishna B. Coleman
3	3:15	MF					5:00	MF	3		Michelle Felt
4	3:15	RB					5:00	RB	4		Ruthie Bolden
5	3:15	AL							5		Nina Aloudy
6	3:15	JA							6		J.A. Kuyper
7	3:15	RD					5:00	RD	7		R. Dunn
8	3:15	TS					5:00	TS	8		Supplewhite
9	4:00	TS					5:00	TS	9		Telma Williams
	3:15	RV					5:00	RV			Rhonda Varner
10	3:15	TSM					5:30	TSM	10		Tim Morris
11									11		
12									12		
13									13		
14									14		
15									15		
16									16		
17									17		
18									18		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and that postings herefrom have been correctly made by me on the Attendance Report.

SIGNATURE

ATTENDANCE CLERK

Approved as being correct to the best of my knowledge and belief.

SIGNATURE

OFFICIAL IN CHARGE

Percy L. Julian High School

Faculty Attendance Sheet Date: 10/17/2010
Subject: ILT

Signature

- 1 Abraham, Mohan
- 2 Adams, Carey
- 3 Agbefe, Doris
- 4 Allen, Teddy
- 5 Anderson, James
- 6 Anderson, Shana
- 7 Andrews, Tracy
- 8 Applewhite, Jackie*
- 9 Baltsas, Maria
- 10 Banks, Marla
- 11 Barnett, Annitria
- 12 Barrett, Sean
- 13 Bell, Wilma
- 14 Bolden, Ruthie*
- 15 Brooks, Delores
- 16 Burden, Sarita
- 17 Cadenhead, Valerie
- 18 Caldwell, Victoria
- 19 Castaneda, Rebecca
- 20 Coleman, Krisha*
- 21 Cooper, Lawrence
- 22 Covarrubias, Marta
- 23 Coy, Shawn
- 24 Crowder, Joyce
- 25 Cyrus, Bernadell*
- 26 Darnell, Theresa
- 27 Davenport, Elsa*
- 28 Dennis, Ronald
- 29 Doon, Rolando
- 30 Dunbar, Gwendolyn
- 31 Dunn, Madeline
- 32 Feit, Michelle*
- 33 Garrett, Corlis
- 34 Garvin, Sharon

Tracy Andrews
Applewhite

Ruthie Bolden

Krisha Coleman

Rolando

Michelle Feit

Sharon Garvin

Nina Alloway

Percy L. Julian High School

Faculty Attendance Sheet

Date:

11/17/2010

Subject:

ILT

Signature

35 Gilbert, Charlotte

36 Gilbert-Mitchell, Marilyr

37 Green-Powell, Sharon

38 Grisham, Frances

39 Idicula, Thomas

40 Idicula, Rachel

41 Ingram, Joyce

42 Jackson, David*

43 James-Willis, Lacanda

44 Jandura, Matthew

45 Johnson, Roseann

46 Jones, Claudia

47 Jones, Debra

48 Kem, Allen

49 Loquinte, Dioscoro

50 Melone, Stella

51 Moody, Wanda

52 Morris, Timothy

53 Murray, Monique*

54 Osborne, Todd

55 Osby, Cheryl

56 Plunkett, Christin

57 Popovich, Gabriel

58 Price-Dennis, Diane

59 Rountree, Eric

60 Saunders, Kimberly

61 Scharpf, Chris

62 Scott, Kimberly

63 Seals, Vertis

64 Singer, Robby

65 Springs, Teresa

66 Story, Iagreta

67 Thanos, Peter

68 Varney, Rhonda*

[Handwritten signature: David Jackson]

[Handwritten signature: L. Morris]

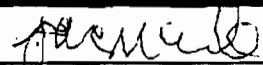
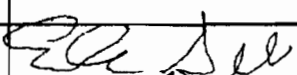
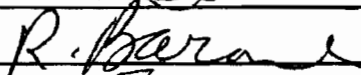
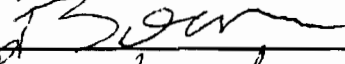
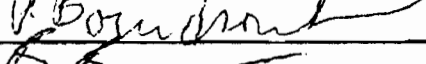
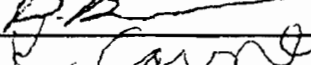
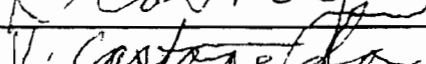
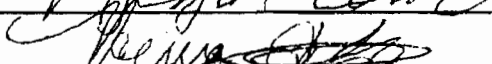
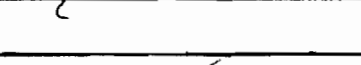
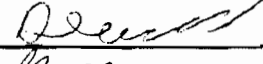
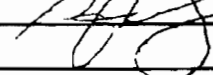
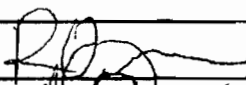
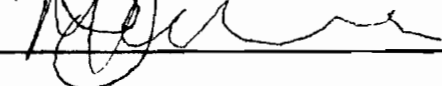
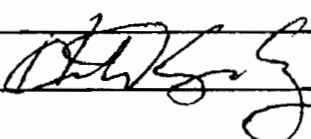
[Handwritten signature: Rhonda Varney]

15-016-299-025 | Chicago Public Schools

Appendix D: Stakeholder Consultation Confirmation

Kelvyn Park High School

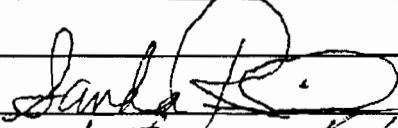
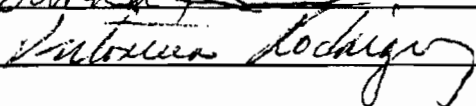
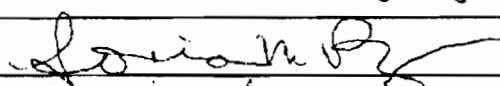
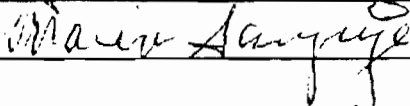
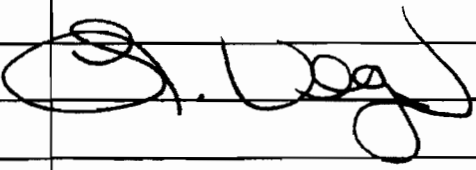
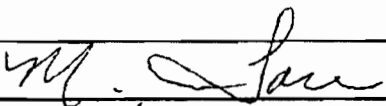
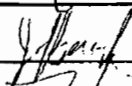
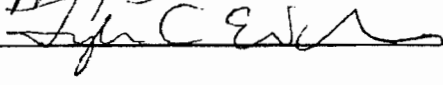
Teacher Sign - In

Name	Signature
Aguado, Joy	
Alexander, Francis	
Allen, Elaine	
Barone, Robert	
Borman, Dena	
Boundroukas, Patty	
Brennan, Brian	
Carney, Kevin	
Castañeda, Veronica	
Choi, Hye Jin	
Cofre-Kelham, Norma	
Colon, Elizabeth	
Cruz, Jeanette	
Deady, Philip	
DeSario, Bernadette	
Enright, Beverly	
Fernandez, Grisel	
Flores de Valgas, Luis	
Francis, Zelda	
Garcia, Raquel	
Garfield, Natalie	
Gazis, Paraskevi	
Goas, Jennifer	
Gonzalez, Edia	
Gonzalez, Hector	
Groth, Mary	
Guerra, Raul	

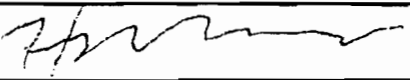
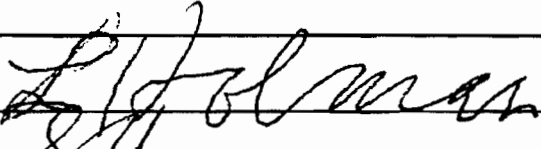
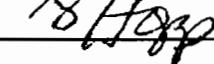
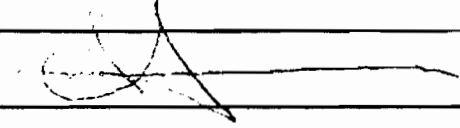
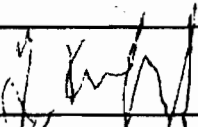
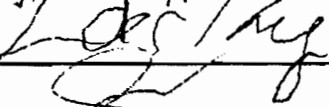
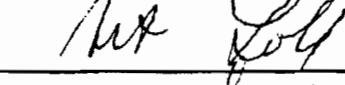
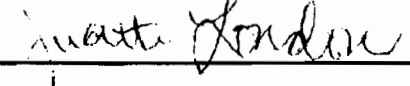
ESP Sign - In

Name	Signature
Allen, Ronnie	
Alvarez, Janette	Janette Alvarez
Alvarez, Maria	Alexander, F
Chinchilla, David	David Chinchilla
Claudio, Carmen	Carmen Claudio
Collazo, Enid	Enid Collazo
Cooney, Kurt	
Coss, Carmen	Carmen Coss
Crespo, Gina	Gina Crespo
Davis, Roslyn	Roslyn Davis
Degante, Antonia	
Diaz, Leticia	
Echevarria, Jose	
Gaddis, Antonio	
Garza, Felix	Felix Garza
Gonzalez, Larry	
Heredia, Nilda	
Kuckla, Bernie	
Lopez, Jose	
Martinez, Maria	
Mendoza, Yolanda	
Merzapoles, Adeth, Dores	
Molina, David	
Mooney, Martha	Martha L. Mooney
O'Donnell, Carol	
Perez, Francisco	
Perez, Julio	
Rincon, Ana	

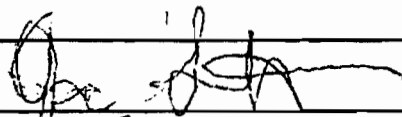
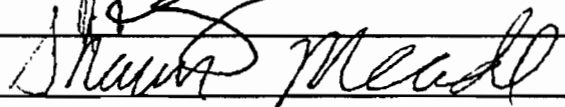
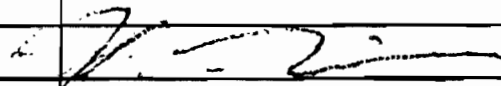
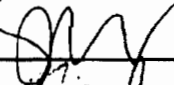
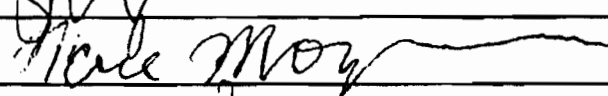
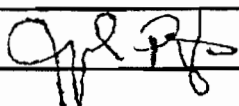
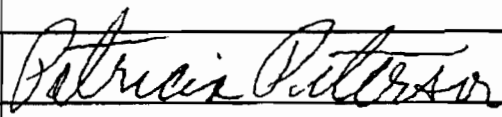
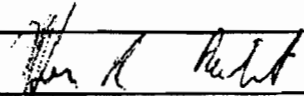
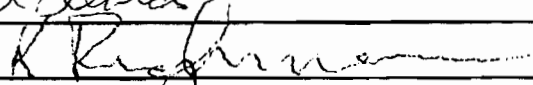
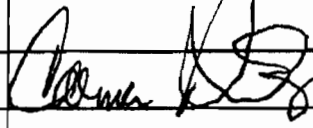
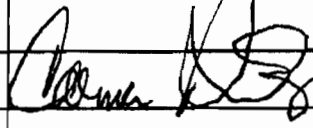
ESP Sign - In

Name	Signature
Rivas, Maria	
Rivera, Sandra	
Rodriguez, Victorina	
Rodriguez, William	
Ruiz, Sonia	
Sanjurjo, Maria	
Shaw, Marianne	
Thomas, Cecil	
Valentine, Jeanette	
Vargas, Harry	
Vega, Amelia	
Vega, Luisa	
Velez, Julio	
Vera, Carlos	
Wojciechowski, Jim	
Torres, Marlene	
Barz, J. Jaser	
Enickson, Tyler	

Teacher Sign - In

Name	Signature
Gutrich, Kenneth	
Heinecken, Kai	
Higgins, Kyle	
Hill, Richard	
Holman, Larry	
Hopp, Stacy	
Iverson, Andrew	
Jarmoc, Andrzej	
Kaufmann, Bethany	
Kerwin, Kathryn	
Kieffer, Laura	
Lasky, Edward	
Leighton, Andrea	
Lisec, Andrew	
Liss, Lauren	
Lobl, Arthur	
London, Judith	

Teacher Sign - In

Name	Signature
Lotesto, Jonathan	
McAuley, Kathryn	
Meade, Shawn	
Melendez, Mildred	
Mendoza, Alicia	
Milam, Victoria	
Mizener, Sara	
Moylan, Nicole	
Nguyen, Quang	
O'Bra, Sean	
Pavona, Heather	
Pennington, Joseph	
Perez, Larry	
Perez, Rosa	
Perez, Simon	
Peterson, Patricia	
Quiles, Reinaldo	
Ramos, Dawn	
Reichert, Henry	
Rentas, Ruth	
Richman, Keith	
Rios, Francisco	
Rodriguez, Carmen	
Roman, Jose	
Rowden, Rachel	

Teacher Sign - In

Name	Signature
Salgado, Antonio	
Salyers, Amanda	<i>A. Salyers</i>
Saucedo, Evangelina	<i>E. Saucedo</i>
Simpkins, Victor	
Skinner, Jerry	
Sobczak, Lynn	<i>L. Sobczak</i>
Stokowski, Christopher	<i>Chris Stokowski</i>
Suberlak, Lisa	<i>Lisa Suberlak</i>
Sylvan, Robert	
Tomicic, Petar	
Truhlar, April	
Tuggle, Darren	
Turner, Carrie	<i>Carrie Turner</i>
Umana, Julio	<i>Julio Umana</i>
Unger, Thomas	
Villalobos, Jorge	
Wagner, Eric	
Wasowski, Robert	
Wienand, Mark	<i>Mark Wienand</i>
Wojcieszek, Cynthia	<i>Cynthia Wojcieszek</i>
Yuhas, Jaime	<i>Jaime Yuhas</i>
Zammuto, Frank	<i>Frank Zammuto</i>
Zoelle, Sara	<i>Sara Zoelle</i>
<i>M. D. Hinton</i>	<i>M. D. Hinton</i>

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING April 13, 2011	LOCATION OF MEETING Kelvyn Park	Kelvyn Park
PURPOSE OF MEETING SIG Strategy session		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Orlando Ramos	Director	Office of School Improvement	[Signature]	4/13/10
DAN ZIMMERMAN	ITL	AREA 20	[Signature]	4/13/11
Rebecca Griffith	ILT	Kelvyn Park	[Signature]	4/13/11
Kathryn McAuley	Counselor	Kelvyn Park	[Signature]	4-13-11
Frank Zimmerman	Counselor	Kelvyn Park	[Signature]	4/13/11
RAQUEL GARCIA	SPEED TEACHER	KPTS	[Signature]	4/13/11
EVA SAUCEDO	SPEED TEACHER	KPTS	[Signature]	4/13/11
Heather Pawlona	English	KPTS	[Signature]	
Dawn Ramos	~~English~~ SPED	KPTS	[Signature]	4/13/11
Thomas Unger	Science	KPTS	[Signature]	4/13/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Reinaldo Quinte	Teacher	KPHS	Reinaldo Quinte	4/13/2011
Jerry Skinner	Teacher	KPHS	[Signature]	4/13/2011
Eric S. Wagner	Teacher	KPHS	[Signature]	4-17-2011
LINDA PIERZEMALSKA	PRINCIPAL	KPHS	Linda Pierzemska	4/17/2011
CAROL GARAI	ASSISTANT PRINCIPAL	KPHS	[Signature]	4/13/11
Patt Garais	AVID	KPHS	[Signature]	4/13/11
Joe Pennington	JROTC	KPHS	[Signature]	4/13/11
Bethany Kaufmann	SLC coord.	SLCs	Bethany Kaufmann	4/13/11
Chulette A. Hughes	Scheduler	Scheduler	Chulette A. Hughes	4/13/11
Lisa Suberlat	Teacher	KPHS	[Signature]	4/13/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>299 Chicago</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>4-13-11</u>	SCHOOL NAME <u>Kellogg Park HS</u>
DATE OF MEETING <u>4-13-11</u>	LOCATION OF MEETING <u>Port Room</u>	

PURPOSE OF MEETING SIG Grant Review

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
ARTHUR LOB	Teacher	Kellogg Park HS	<i>[Signature]</i>	4-13-11
SARAH MIZNER	Teacher	KPHS	<i>[Signature]</i>	4-13-11
Hector Gonzalez	Teacher	KPHS	<i>[Signature]</i>	4-13-11
Carmen D. Murphy	AP	Admin	<i>[Signature]</i>	4/13/11
Bernadette DeSario	Teacher	KPHS	<i>[Signature]</i>	4/13/2011
David Chinchilla	ESP	KPHS	<i>[Signature]</i>	4/13/2011

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
APRIL 12, 2011	Kelvyn Park H.S.	Kelvyn Park High School
PURPOSE OF MEETING		
School Improvement Grant		

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Darven Tugge	Teacher	ILT	
LINDA PIERCE-WALKER	Principal	ADMIN	
Carmen S. Martinez	A.P.	Admin	
Bethany Kaufmann	SIC coord.	SIC	

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
APRIL 5, 2011	Kelvyn Park	Kelvyn Park High School
PURPOSE OF MEETING		
Dissemination plan & Letters of support		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Bethany Kaufmann	SLC coord.	Kelvyn Park	B Kaufmann	4/5/11
LINDA PIERZCHALSKI	PRINCIPAL	KELVYN PARK	Linda Pierzchalski	4/5/11
Orlando Ramos	Director	School Improvement Office	O Ramos	4/5/11
Carrie Moxley	KPTS AP	Kelvyn Park High School	Carrie Moxley	4/5/11

ILLINOIS STATE BOARD OF EDUCATION

Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

**FY 2012 School Improvement Grant -- Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Kelvyn Park High School

DATE OF MEETING March 31, 2011	LOCATION OF MEETING Kelvyn Park High School

PURPOSE OF MEETING Parent Advisory Committee

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Antonia Salgado	parent	student	Antonia Salgado
PETRA PEREZ	parent	student	Petra Perez
Rogelia Villa	parent	student	Rogelia Villa
Maria Ramirez	parent	student	Maria Ramirez
JAVIER ENRIQUEZ	parent	student	Javier Enriquez
Guadalupe Trevino	parent	student	Guadalupe Trevino
Eduardo Leon	parent	student	Eduardo Leon
Reynaldo Medina	parent	student	Reynaldo Medina
Refugia Sanchez	parent	student	Refugia Sanchez
Catalina Flores	parent	student	Catalina Flores

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Kelvyn Park High School
DATE OF MEETING March 31, 2011	LOCATION OF MEETING Kelvyn Park High School	

Parent Advisory Committee

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Jose Sima Reyes	parent	student	Jose Sima Reyes
ADAN ARCEO	parent	student	Adrian Arceo
Luz Rodriguez	parent mentor	students/parents	Luz Rodriguez
Isabel Mendoza	parent	student	Isabel Mendoza
AMALIA FIGUEROA	parent	student	Amalia Figueroa
Brenda Garcia	parent	student	Brenda Garcia
Alberta Garcia	padre	estudiante	Alberta Garcia
Martina Almaguer	parent	student	Martina Almaguer

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Kelvyn Park High School
DATE OF MEETING March 31, 2011	LOCATION OF MEETING Kedvyn Park	
PURPOSE OF MEETING Needs assessment		

[illegible]

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Kelvyn Park High School

DATE OF MEETING MARCH 30, 2011	LOCATION OF MEETING Kelvyn Park High School
PURPOSE OF MEETING Local School Council	

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
PATRICIA MORALES	LSC Community Rep.	Kelvyn Park HS	Patricia Morales	3/30/2011
Isabel Lopez	LSC Community Rep.	Kelvyn Park HS	Isabel Lopez	3/30/2011
Hector Basque	LSC President	Kelvyn Park H.S.	Hector Basque	3-30-2011
Guadalupe Pereda		Kelvyn Park	Guadalupe Pereda	3-30-2011
Orlando Ramos	Director	Office School Imp.	O. Ramos	3-10-2011
Hector Gonzalez	LSC Teacher Rep.	Kelvyn Park	Hector Gonzalez	3/30/2011
Sandra Rivera	LSC Non-Teacher Rep.	Kelvyn Park	Sandra Rivera	3/30/2011
Jean D'Brin	LSC Teacher Rep.	Kelvyn Park	Jean D'Brin	3/30/2011
Jennifer Velazquez	LSC Student Rep.	Kelvyn Park	Jennifer Velazquez	3/30/2011
LINDA FIERZBAUGH	Principal	Kelvyn Park	Linda Fierzbach	3/30/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME ~~Kelwyn Park High School~~ Kelwyn Park H.S.

DATE OF MEETING 3/30/11	LOCATION OF MEETING Kelwyn Park H.S.

PURPOSE OF MEETING

Strategic - Transformation

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Orlando Ramos	Director	Office School Imp.	[Signature]	3/30/11
Bethany Kaufmann	SLC coord.	Kelwyn Park	[Signature]	3/30/11
Dawn Ramos	Spec Dept. Chair	Kelwyn Park	[Signature]	3/30/11
Darren Tuggle	ILT Lead	KPHS	[Signature]	3/30/11
Angela Allenman	CSI Proj Mgr	CSI	Angela Allenman	3/30/11
LINDA PIECZCHALSKI	PRINCIPAL	KP	[Signature]	3/30/11

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 1/26/11	LOCATION OF MEETING	
PURPOSE OF MEETING		

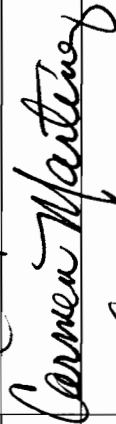
PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Arlando Ramos	Director	Office School Imp.	[Signature]	1/26/11
Carmen Martinez	Assistant Principal	KP HS	[Signature]	1/26/11
Edward Lasky	Teacher	12 PHS	[Signature]	1/26/11
Sabes Teller	Principal	Kelwyn Park HS	[Signature]	1/26/11
Anthony Kaufmann	SIC coord.	Kelwyn Park	[Signature]	1/26/11
AROL GARA	Assistant Principal	Kelwyn Park HS	[Signature]	1/26/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 1/20/11	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Isabel Teller	Principal	Kelwyn Park HS		1/20/11
Orlando Ramos	Director	OSI		1/20/11
Carmen Martinez	Assistant Principal	KPHS		1/20/11
Carol Garza	Assistant Principal	Kelwyn Park HS		1/20/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Isabel Teller	Principal	Kelwyn Park HS		1/3/11
Orlando Ramos	Director	EST		1/3/11
Armen Martinez	Assistant Principal	KPHS		1/3/11
Carol Garcia	Assistant Principal	Kelwyn Park HS		1/3/11
Bethany Kaufmann	SLC coord.	Kelwyn Park		1/3/11

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 12/20/10	LOCATION OF MEETING	
PURPOSE OF MEETING		

[illegible]

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

[illegible]

KELVYN PARK HIGH SCHOOL

4343 W. Wrightwood Ave. – Chicago, Illinois 60639

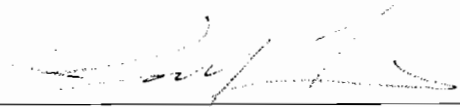
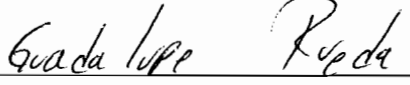
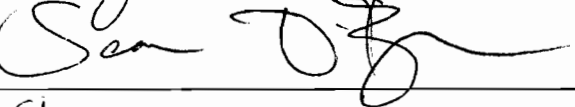
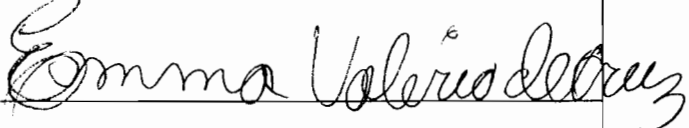
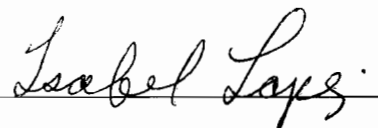
Telephone: (773) 534-4200 – Fax: (773) 534-4507

Principal: Isabel C. Tellez

LSC MEETING/REUNION DEL CONCILIO ESCOLAR LOCAL – 12/15/10

Place/Lugar: ROTC Room 199 – Time/Hora: 5:30 p.m.

SIGN-IN SHEET/HOJA DE FIRMAR

	NAME/NOMBRE	SIGNATURE/FIRMA
1.	Ms. Isabel C. Tellez Principal	
2.	Hector M. Basave President/Parent	
3.	Guadalupe Rueda Parent	
4.	Jennifer Velázquez Student Representative	
5.	Sean R. O'Bra Teacher Representative	
6.	Patricia Morales Community Representative	She came
7.	Evangelina Gómez-Tello Community Representative	Absent
8.	Hector J. Gonzalez Teacher Representative	excused
9.	Leticia Sánchez Parent	Absent
10.	Emma Valerio Parent	
11.	Eduardo Soriano Parent	Absent
12.	Isabel López Parent	

KELVYN PARK HIGH SCHOOL

4343 W. Wrightwood Ave. – Chicago, Illinois 60639

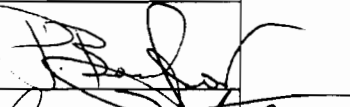
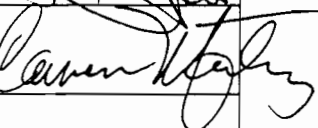
Telephone: (773) 534-4200 – Fax: (773) 534-4507

Principal: Isabel C. Tellez

LSC MEETING/REUNION DEL CONCILIO ESCOLAR LOCAL – 12/15/10

Place/Lugar: ROTC Room 199 – Time/Hora: 5:30 p.m.

SIGN-IN SHEET/HOJA DE FIRMAR

	Name	Address	Telephone # and Cellular	Signature
1	Leticia Diaz	4343 W. Wrightwood	773-534- 4200	
2	Eric S. Wagner	4334 W. Sacramento	312-726- 4914	
3	Patty Boudreau	4343 W Wrightwood	847-212-1244	
4	Carmen Silvestre	KPHS		
5				
6				
7				
8				
9				
10				
11				
12				

ILT Retreat
12/3/10

Kelvyn Park High School

Date: Friday, December 3, 2010

ILT/Staff Sign-In

Meeting Type: ILT 2-Day Retreat

Location: Chicago Teacher's Center

Name	Signature
Aguado, Joy	
Alexander, Francis	
Allen, Elaine	
Barone, Robert	
Borman, Dena	
Boundroukas, Patty	
Brennan, Brian	
Carney, Kevin	
Castañeda, Veronica	
Choi, Hye Jin	Hye Jin Choi
Cofre-Kelham, Norma	
Colon, Elizabeth	
Cruz, Jeanette	
Deady, Philip	
DeLeon, Marissa	
DeSario, Bernadette	B DeSario
Enright, Beverly	
Fernandez, Grisel	
Fitzgibbons, John	
Flores de Valgas, Luis	
Francis, Zelda	

Angie Allemen

Angie Allemen

A-B-C-D-E-F

ILT//Staff Sign-In

Meeting Type: ILT 2-Day Retreat

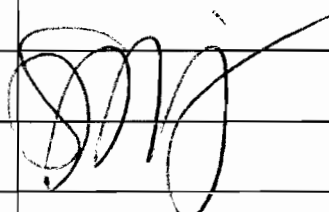
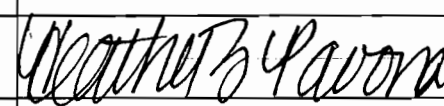
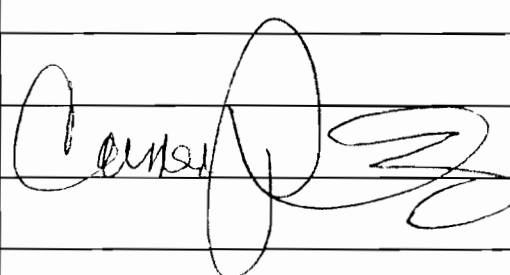
Location: Chicago Teacher's Center

Name	Signature
Garcia, Raquel	
Garfield, Natalie	<i>Natalie Garfield</i>
Gazis, Paraskevi	
Goas, Jennifer	
Gonzalez, Edia	
Gonzalez, Hector	
Groth, Mary	
Guerra, Raul	
Gutrich, Kenneth	
Heinecken, Kai	
Higgins, Kyle	
Hill, Richard	
Holman, Larry	
Hopp, Stacy	
Iverson, Andrew	
Jarmoc, Andrzej	
Karu-Sandhu, Surjit	
Kaufmann, Bethany	
Kerwin, Kathryn	
Kieffer, Laura	
Lasky, Edward	<i>Lasky</i>
Leighton, Andrea	<i>Leighton</i>
Lisec, Andrew	
Liss, Lauren	
Lobl, Arthur	
London, Judith	
Lotesto, Jonathan	

ILT/Staff Sign-In

Meeting Type: ILT 2-Day Retreat

Location: Chicago Teacher's Center

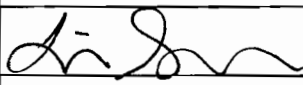
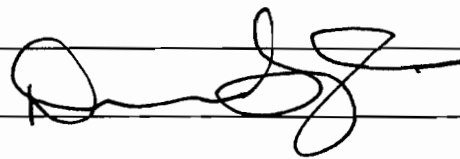
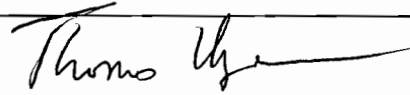
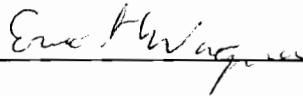
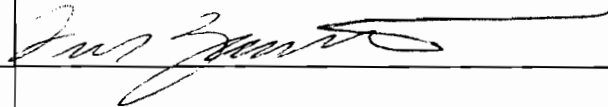
Name	Signature
McAuley, Kathryn	
Meade, Shawn	
Melendez, Mildred	
Mendoza, Alicia	
Milam, Victoria	
Mizener, Sara	
Moylan, Nicole	
Nguyen, Quang	
O'Bra, Sean	
Pavona, Heather	
Pennington, Joseph	
Perez, Larry	
Perez, Rosa	
Perez, Simon	
Peterson, Patricia	
Quiles, Reinaldo	
Ramos, Dawn	
Reichert, Henry	
Rentas, Ruth	
Richman, Keith	
Rodriguez, Carmen	
Roman, Jose	
Rowden, Rachel	

M-N-O-P-Q-R

ILT//Staff Sign-In

Meeting Type: ILT 2-Day Retreat

Location: Chicago Teacher's Center

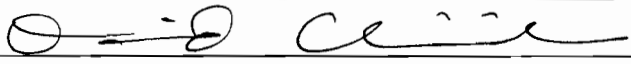
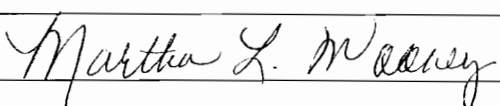
Name	Signature
Salgado, Antonio	
Salyers, Amanda	
Saucedo, Evangelina	
Simpkins, Victor	
Skinner, Jerry	
Sobczak, Lynn	
Stokowski, Christoph	
Suberlak, Lisa	
Sylvan, Robert	
Tomicic, Petar	
Truhlar, April	
Tuggle, Darren	
Turner, Carrie	
Umaña, Julio	
Unger, Tom	
Villalobos, Jorge	
Wagner, Eric	
Wienand, Mark	
Wojcieszek, Cynthia	
Yuhas, Jaime	
Zammuto, Frank	
Zoelle, Sarah	

S-T-U-V-W-X-Y-Z

ILT//Staff Sign-In

Meeting Type: ILT 2-Day Retreat

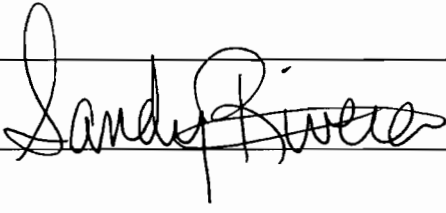
Location: Chicago Teacher's Center

Name	Signature
Allen, Ronnie	
Alvarez, Janette	
Alvarez, Maria	
Chinchilla, David	
Claudio, Carmen	
Collazo, Enid	
Cooney, Kurt	
Coss, Carmen	
Crespo, Gina	
Davis, Roslyn	
Degante, Antonia	
Diaz, Leticia	
Earley, Thomas	
Echevarria, Jose	
Gaddis, Antonio	
Garza, Felix	
Gonzalez, Larry	
Heredia, Nilda	
Kuckla, Bernie	
Lopez, Hector	
Lopez, Jose	
Martinez, Maria	
Mendoza, Yolanda	
Molina, David	
Mooney, Martha	

ILT//Staff Sign-In

Meeting Type: ILT 2-Day Retreat

Location: Chicago Teacher's Center

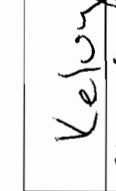
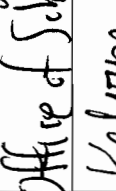
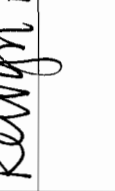
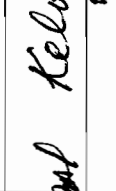
Name	Signature
O'Donnell, Carol	
Perez, Francisco	
Perez, Julio	
Rincon, Ana	
Rivas, Maria	
Rivera, Sandra	
Rodriguez, Victorina	
Rodriguez, William	
Ruiz, Sonia	
Sanjurjo, Maria	
Shaw, Marianne	
Valentin, Jeanette	
Vargas, Harry	
Vega, Luisa	
Velez, Julio	

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 11/22/2010	LOCATION OF MEETING	Kelwyn Park
PURPOSE OF MEETING ILT		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Orlando Ramos	ILT	Kelwyn Park		11/22/2010
Bethany Kaufmann	Director	Office of School Imp.		11/22/2010
Carol Garai	SIC coord.	Kelwyn Park		11/22/2010
	Assistant Principal	Kelwyn Park		11/22/2010

112
David

KP

Student Council Meeting

November 17, 2010

Period 5 & 6

Library

SIGN-IN

Transformation
Presentation

Student Name	Signature
Angelica Pacheco	Angelica Pacheco
Keyla Montanez	Keyla Montanez
Sasha Santiago	Sasha Santiago
Ashley Torres	Ashley Torres
Brianna Lane	Brianna Lane
Jennifer Velazquez	Jennifer Velazquez
Diamond Austin	Diamond Austin
Jesus Navarrete	Jesus Navarrete
Jorge Zamora	Jorge Zamora
Jennifer Gonzalez	Jennifer Gonzalez
Devan Davis	Devan Davis
Jasmine Sarmiento	Jasmine Sarmiento
Donovan Allen	Donovan Allen
Lanesha Pitchford	Lanesha Pitchford
Jenny Alva	
Rachel Roberts	Rachel Roberts

KELVYN PARK HIGH SCHOOL

4343 W. Wrightwood Avenue – Chicago, IL 60639

Telephone: (773) 534-4200 – Fax: (773) 534-4507

Ms. Isabel Tellez, Principal

LSC MEETING REUNIÓN DEL CEL

Wednesday
November 17, 2010

Miércoles
17 de noviembre, 2010

5:00 pm ROTC Room / Salón

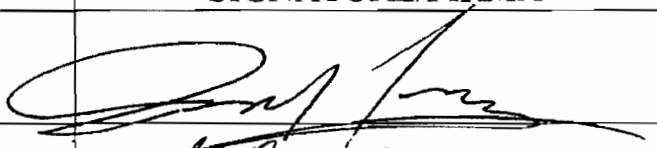
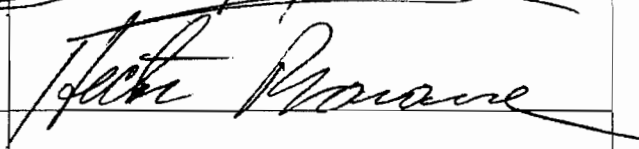
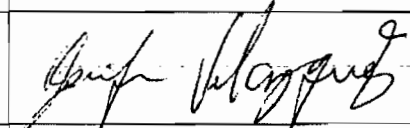
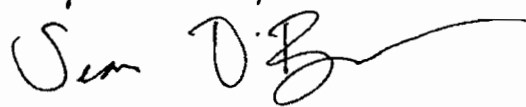
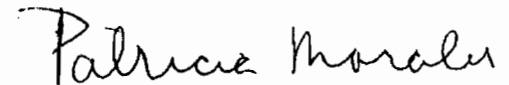
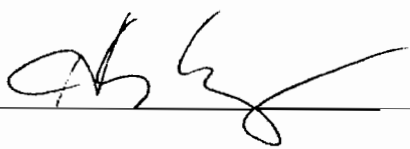
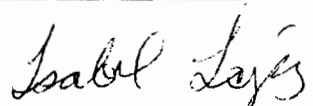
Agenda

- I. Welcome/Bienvenida
- II. Attendance/Asistencia
- III. Approval of Minutes from Previous Meeting/
Aprobar las minutas de la última reunión
- IV. Public Participation/ Participación Pública
- V. Enclosures/Adjunto
- VI. Principal's Report/ Informe de la directora
- VII. New Business
 - a. Special Education Report
Reporte del departamento de educación especial
 - b. BAC/PAC Report/Reporte del BAC/PAC
 - c. Budget /Positions/ Fundraiser proposals
Presupuesto/Posiciones/propuestas de Recaudación de fondos
 - d. SIG
- VIII. Announce Date of Next Meeting :
Wednesday December 15, 2010
Anunciar la fecha de la próxima reunión:
Miércoles 15 de diciembre 2010
- IX. Adjournment/Clausura

Place/Lugar: ROTC Room 199 – Time/Hora: 5:30 p.m.

T:00

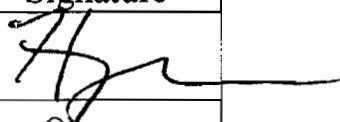
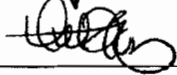
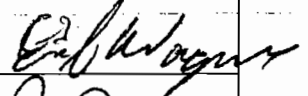
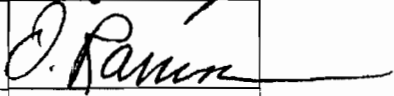
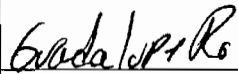
SIGN-IN SHEET/HOJA DE FIRMAR

	NAME/NOMBRE	SIGNATURE/FIRMA
1.	Ms. Isabel C. Tellez Principal	
2.	Hector M. Basave President/Parent	
3.	Vacant Parent	_____
4.	Jennifer Velázquez Student Representative	
5.	Sean R. O'Bra Teacher Representative	
6.	Patricia Morales Community Representative	
7.	Evangelina Gómez-Tello Community Representative	Absent
8.	Hector J. Gonzalez Teacher Representative	
9.	Leticia Sánchez Parent	LETICIA SANCHEZ
10.	Emma Valerio Parent	Absent
11.	Eduardo Soriano Parent	Absent
12.	Isabel López Parent	

LSC MEETING/REUNION DEL CONCILIO ESCOLAR LOCAL – 11/17/10

Place/Lugar: ROTC Room 199 – Time/Hora: 5:30 p.m.

SIGN-IN SHEET/HOJA DE FIRMAR

	Name	Address	Telephone # and Cellular	Signature
1	Kyle Higgins	4343 W. Wrightwood Ave		
2	Leticia Diaz	4343 W. Wrightwood		
3	LETICIA SANCHEZ	2931 W. BELDEN		
4	Eric S Wagner	4394 N. Sun		
5	Orlando Ramos	CPS		
6	Guadalupe Rueda	2102 N. Kilbuck		
7				
8				
9				
10				
11				
12				

Teacher Sign-In

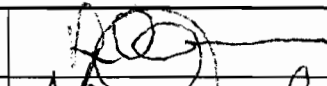
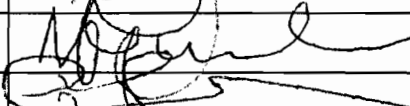
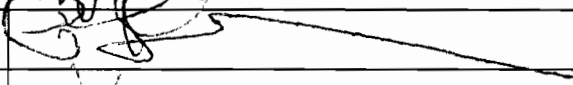
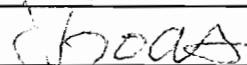
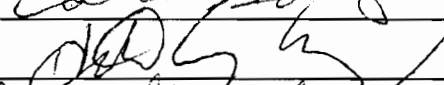
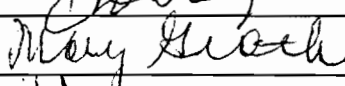
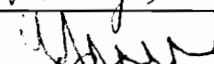
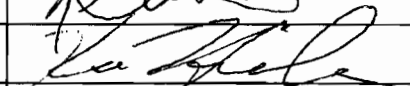
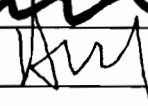
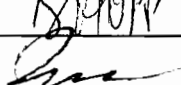
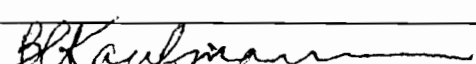
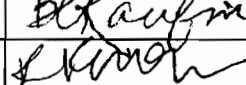
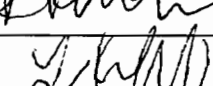
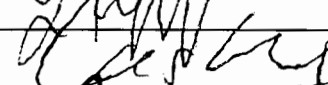
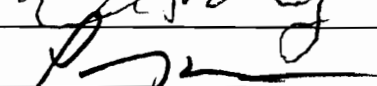
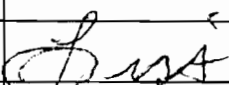
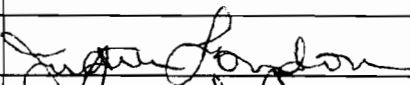
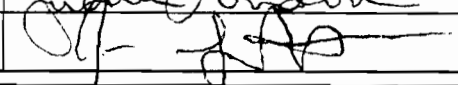
Meeting Type: Principal's Address & ILT Update

Name	Signature
Aguado, Joy	J. Aguado
Alexander, Francis	F. Alexander
Allen, Elaine	
Barone, Robert	Robert Barone
Borman, Dena	D. Borman
Boundroukas, Patty	P. Boundroukas
Brennan, Brian	B. Brennan
Carney, Kevin	K. Carney
Castañeda, Veronica	V. Castañeda
Choi, Hye Jin	H. Choi
Cofre-Kelham, Norma	N. Cofre-Kelham
Colon, Elizabeth	
Cruz, Jeanette	J. Cruz
Dady, Philip	P. Dady
DeLeon, Marissa	M. DeLeon
DeSario, Bernadette	B. DeSario
Enright, Beverly	B. Enright
Fernandez, Grisel	G. Fernandez
Fitzgibbons, John	J. Fitzgibbons
Flores de Valgas, Luis	L. Flores de Valgas
Francis, Zelda	

A-B-C-D-E-F

Teacher Sign-In

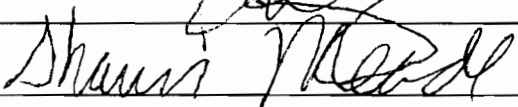
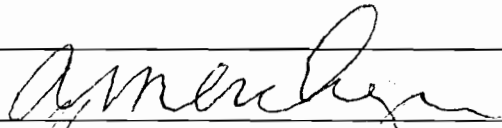
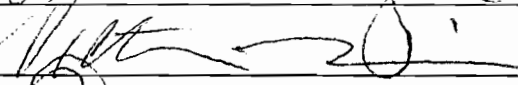
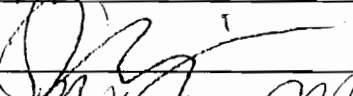
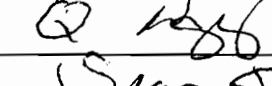
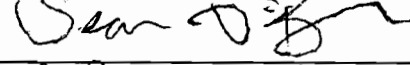
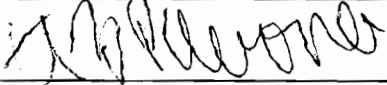
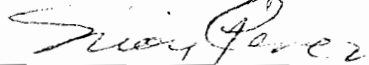
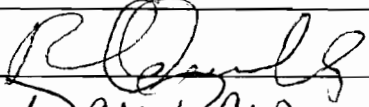
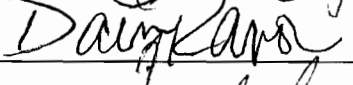
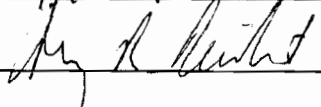
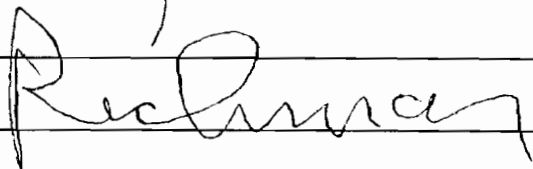
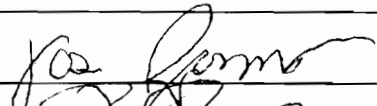
Meeting Type: Principal's Address & ILT Update

Name	Signature
Garcia, Raquel	
Garfield, Natalie	
Gazis, Paraskevi	
Goas, Jennifer	
Gonzalez, Edia	
Gonzalez, Hector	
Groth, Mary	
Guerra, Raul	
Gutrich, Kenneth	
Heinecken, Kai	
Higgins, Kyle	
Hill, Richard	
Holman, Larry	
Hopp, Stacy	
Iverson, Andrew	
Jarmoc, Andrzej	
Karu-Sandhu, Surjit	
Kaufmann, Bethany	
Kerwin, Kathryn	
Kieffer, Laura	
Lasky, Edward	
Leighton, Andrea	
Lisec, Andrew	
Liss, Lauren	
Lobl, Arthur	
London, Judith	
Lotesto, Jonathan	

G-H-I-J-K-L

Teacher Sign-In

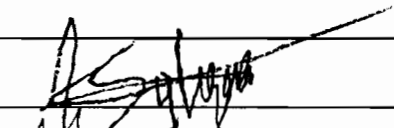
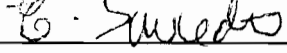
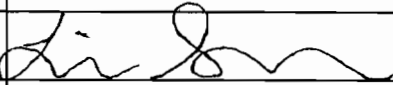
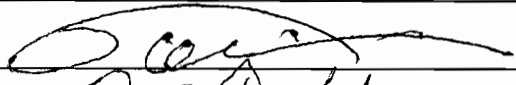
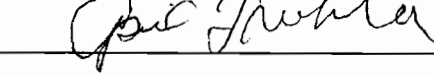
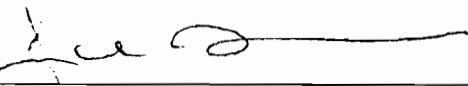
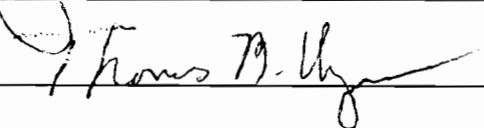
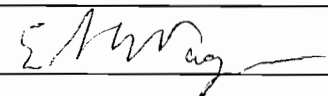
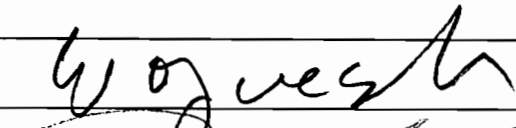
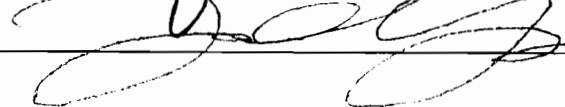
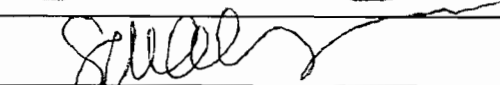
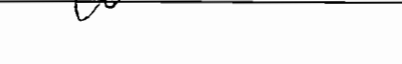
Meeting Type: Principal's Address & ILT Update

Name	Signature
McAuley, Kathryn	
Meade, Shawn	
Melendez, Mildred	
Mendoza, Alicia	
Milam, Victoria	
Mizener, Sara	
Moylan, Nicole	
Nguyen, Quang	
O'Bra, Sean	
Pavona, Heather	
Pennington, Joseph	
Perez, Larry	
Perez, Rosa	
Perez, Simon	
Peterson, Patricia	
Quiles, Reinaldo	
Ramos, Dawn	
Reichert, Henry	
Rentas, Ruth	
Richman, Keith	
Rodriguez, Carmen	
Roman, Jose	
Rowden, Rachel	

M-N-O-P-Q-R

Teacher Sign-In

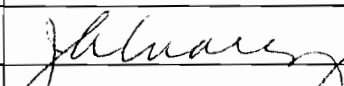
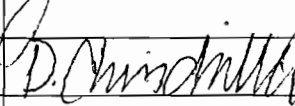
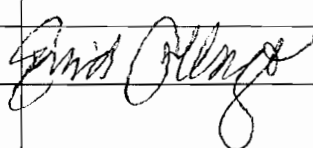
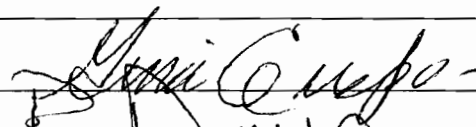
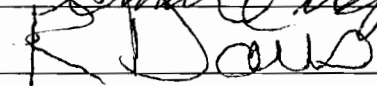
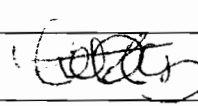
Meeting Type: Principal's Address & ILT Update

Name	Signature
Salgado, Antonio	
Salyers, Amanda	
Saucedo, Evangelina	
Simpkins, Victor	
Skinner, Jerry	
Sobczak, Lynn	
Stokowski, Christoph	
Suberlak, Lisa	
Sylvan, Robert	
Tomicic, Petar	
Truhlar, April	
Tuggle, Darren	
Turner, Carrie	
Umaña, Julio	
Unger, Tom	
Villalobos, Jorge	
Wagner, Eric	
Wienand, Mark	
Wojcieszek, Cynthia	
Yuhas, Jaime	
Zammuto, Frank	
Zoelle, Sarah	

S-T-U-V-W-X-Y-Z

ESP Sign-In

Meeting Type: Principal's Address & ILT Update

Name	Signature
Allen, Ronnie	
Alvarez, Janette	
Alvarez, Maria	
Chinchilla, David	
Claudio, Carmen	
Collazo, Enid	
Cooney, Kurt	
Coss, Carmen	
Crespo, Gina	
Davis, Roslyn	
Degante, Antonia	
Diaz, Leticia	
Earley, Thomas	
Echevarria, Jose	
Gaddis, Antonio	
Garza, Felix	
Gonzalez, Larry	
Heredia, Nilda	
Kuckla, Bernie	
Lopez, Hector	
Lopez, Jose	
Martinez, Maria	
Mendoza, Yolanda	
Molina, David	
Mooney, Martha	

ESP Sign-In

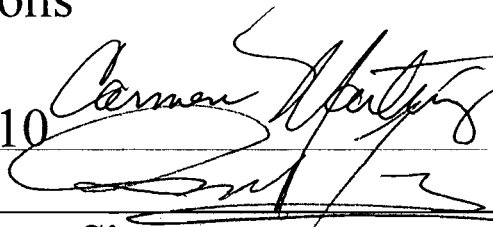
Meeting Type: Principal's Address & ILT Update

Name	Signature
O'Donnell, Carol	
Perez, Francisco	
Perez, Julio	
Rincon, Ana	
Rivas, Maria	
Rivera, Sandra	
Rodriguez, Victorina	<i>Victorina Rodriguez</i>
Rodriguez, William	
Ruiz, Sonia	
Sanjurjo, Maria	<i>Maria Sanjurjo</i>
Shaw, Marianne	
Valentin, Jeanette	<i>Jeanette Valentin</i>
Vargas, Harry	
Vega, Luisa	
Velez, Julio	

S.I.G. Mini-Sessions

Periods 3-11

November 3, 2010



Name	Signature
Aguado, Joy	Jaguado
Alexander, Francis	Francis Alexander
Allen, Elaine	APB
Barone, Robert	R. Barone
Borman, Dena	D. Borman
Boundroukas, Patty	Patty Boundroukas
Brennan, Brian	B. Brennan
Carney, Kevin	K. Carney
Castañeda, Veronica	V. Castañeda
Choi, Hye Jin	Hye Jin Choi
Cofre-Kelham, Norma	Norma Cofre-Kelham
Colon, Elizabeth	E. Colon
Cruz, Jeanette	J. Cruz
Deady, Philip	Philip Deady
DeLeon, Marissa	M. DeLeon
DeSario, Bernadette	B. DeSario
Enright, Beverly	APB
Fernandez, Grisel	G. Fernandez
Fitzgibbons, John	J. Fitzgibbons
Flores de Valgas, Luis	
Francis, Zelda	Z. Francis

A-B-C-D-E-F

S.I.G. Mini-Sessions

Periods 3-11

November 3, 2010

Name	Signature
Garcia, Raquel	Raquel Garcia
Garfield, Natalie	Natalie Garfield
Gazis, Paraskevi	ABS
Goas, Jennifer	J Goas
Gonzalez, Edia	Edia Gonzalez
Gonzalez, Hector	Hector Gonzalez
Groth, Mary	Mary Groth
Guerra, Raul	Raul Guerra
Gutrich, Kenneth	Kenneth Gutrich
Heinecken, Kai	Kai Heinecken
Higgins, Kyle	Kyle Higgins
Hill, Richard	ABS
Holman, Larry	Larry Holman
Hopp, Stacy	Stacy Hopp
Iverson, Andrew	Andrew Iverson
Jarmoc, Andrzej	Andrzej Jarmoc
Karu-Sandhu, Surjit	Surjit Karu-Sandhu
Kaufmann, Bethany	Bethany Kaufmann
Kerwin, Kathryn	Kathryn Kerwin
Kieffer, Laura	Laura Kieffer
Lasky, Edward	Edward Lasky
Leighton, Andrea	ABS
Lisec, Andrew	Andrew Lisec
Liss, Lauren	Lauren Liss
Lobl, Arthur	Arthur Lobl
London, Judith	Judith London

S.I.G. Mini-Sessions

Periods 3-11

November 3, 2010

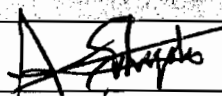
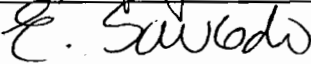
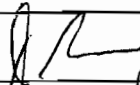
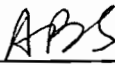
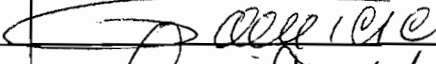
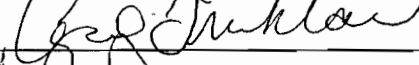
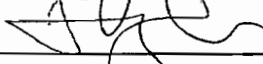
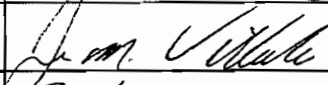
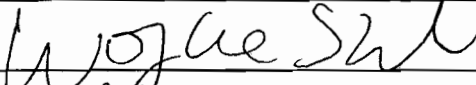
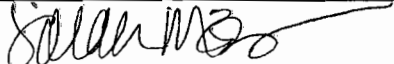
Name	Signature
McAuley, Kathryn	PD
Meade, Shawn	Shawn Meade
Melendez, Mildred	Melendez
Mendoza, Alicia	Alicia Mendoza ABS
Milam, Victoria	Victoria Milam
Mizener, Sara	Sara Mizener
Moylan, Nicole	Nicole Moylan
Nguyen, Quang	Q. Nguyen
O'Bra, Sean	Sean O'Bra
Pavona, Heather	Heather Pavona
Pennington, Joseph	Joseph Pennington
Perez, Larry	Larry Perez
Perez, Rosa	Rosa O. Perez
Perez, Simon	Simon Perez
Peterson, Patricia	ABS
Quiles, Reinaldo	ABS
Ramos, Dawn	Dawn Ramos
Reichert, Henry	Henry Reichert
Rentas, Ruth	Ruth Rentas
Richman, Keith	Keith Richman
Roman, Jose	Jose Roman
Rowden, Rachel	Rachel Rowden

M-N-O-P-Q-R

S.I.G. Mini-Sessions

Periods 3-11

November 3, 2010

Name	Signature
Salgado, Antonio	
Salyers, Amanda	
Saucedo, Evangelina	
Simpkins, Victor	
Skinner, Jerry	
Sobczak, Lynn	
Stokowski, Christoph	
Suberlak, Lisa	
Sylvan, Robert	
Tomicic, Petar	
Truhlar, April	
Tuggle, Darren	
Turner, Carrie	
Umaña, Julio	
Unger, Tom	
Velez, Carmen	
Villalobos, Jorge	
Wagner, Eric	
Wienand, Mark	
Wojcieszek, Cynthia	
Yuhas, Jaime	
Zammuto, Frank	
Zoelle, Sarah	

S-T-U-V-W-X-Y-Z

Teacher Sign-In

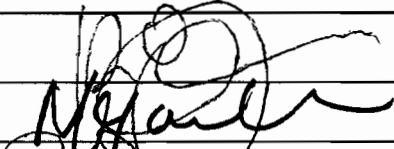
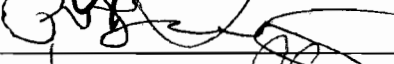
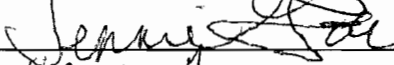
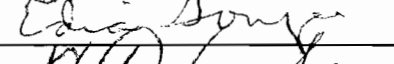
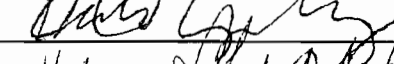
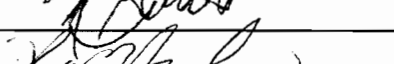
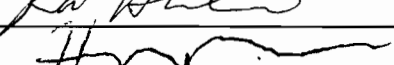
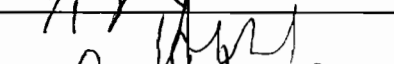
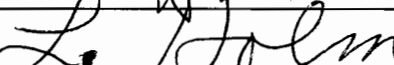
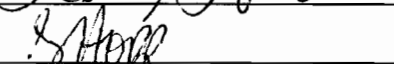
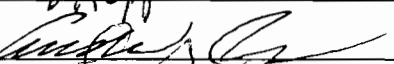
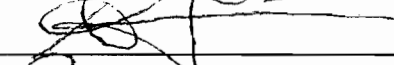
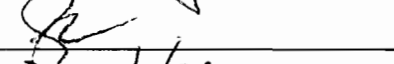
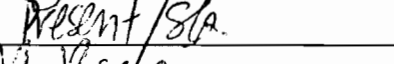
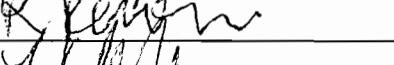
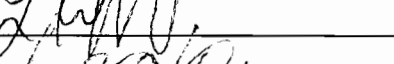
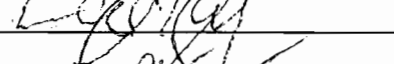
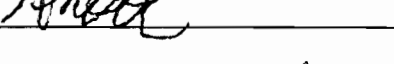
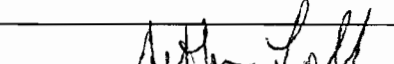
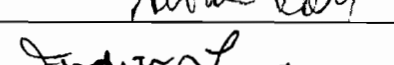
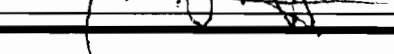
Meeting Type: S.I.G. Update

Name	Signature
Aguado, Joy	
Alexander, Francis	Francis Alexander
Allen, Elaine	Absent
Barone, Robert	Robert Barone
Borman, Dena	Dena Borman
Boundroukas, Patty	Patty Boundroukas
Brennan, Brian	Brian Brennan
Carney, Kevin	
Castañeda, Veronica	V. Castañeda
Choi, Hye Jin	Hye Jin Choi
Cofre-Kelham, Norma	Norma Cofre-Kelham
Colon, Elizabeth	
Cruz, Jeanette	Jeanette Cruz
Dady, Philip	Philip Dady
DeLeon, Marissa	M. DeLeon
DeSario, Bernadette	B. DeSario
Enright, Beverly	Beverly Enright
Fernandez, Grisel	Grisel Fernandez
Fitzgibbons, John	John Fitzgibbons
Flores de Valgas, Luis	Luis Flores de Valgas
Francis, Zelda	Zelda Francis

A-B-C-D-E-F

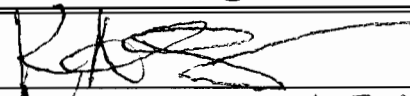
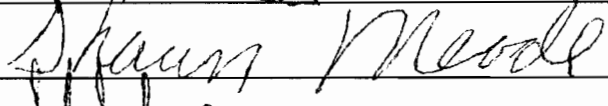
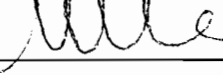
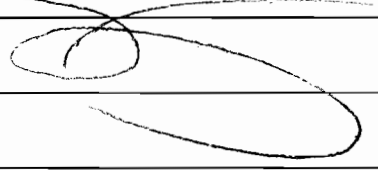
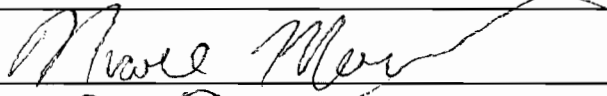
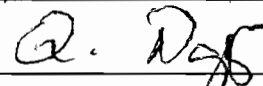
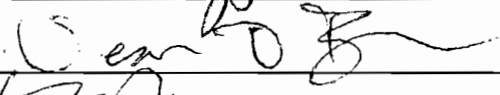
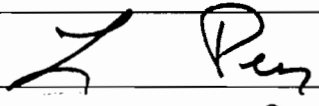
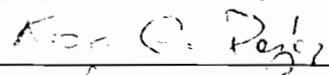
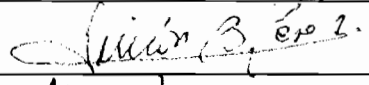
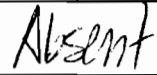
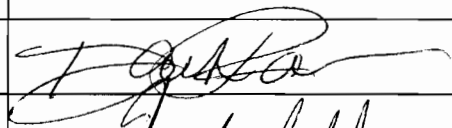
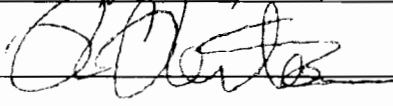
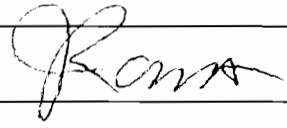
Teacher Sign-In

Meeting Type: S.I.G. Update

Name	Signature
Garcia, Raquel	
Garfield, Natalie	
Gazis, Paraskevi	
Goas, Jennifer	
Gonzalez, Edia	
Gonzalez, Hector	
Groth, Mary	
Guerra, Raul	
Gutrich, Kenneth	
Heinecken, Kai	
Higgins, Kyle	
Hill, Richard	
Holman, Larry	
Hopp, Stacy	
Iverson, Andrew	
Jarmoc, Andrzej	
Karu-Sandhu, Surjit	
Kaufmann, Bethany	
Kerwin, Kathryn	
Kieffer, Laura	
Lasky, Edward	
Leighton, Andrea	
Lisec, Andrew	
Liss, Lauren	
Lobl, Arthur	
London, Judith	
Lotesto, Jonathan	

Teacher Sign-In

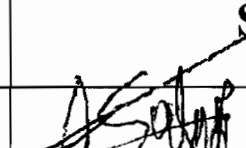
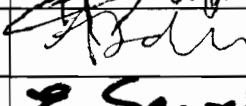
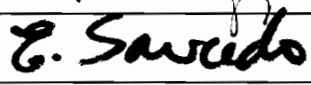
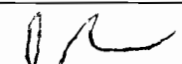
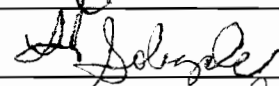
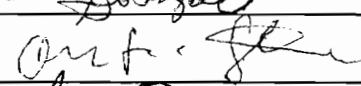
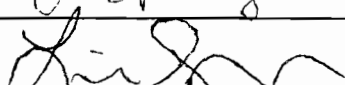
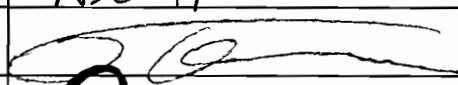
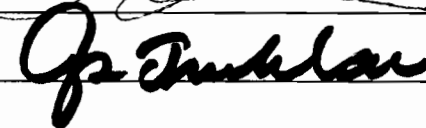
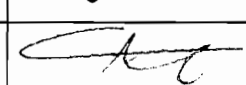
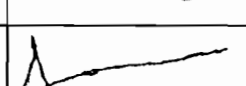
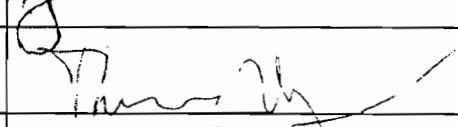
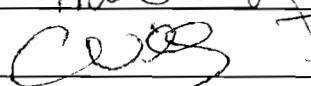
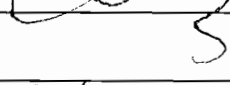
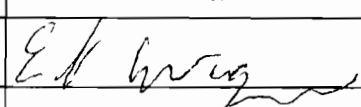
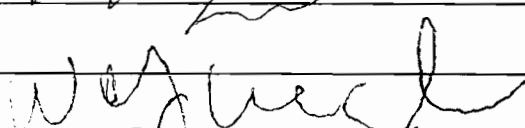
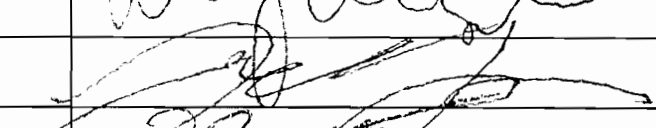
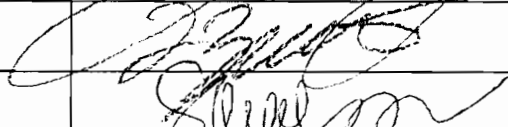
Meeting Type: S.I.G. Update

Name	Signature
McAuley, Kathryn	
Meade, Shawn	
Melendez, Mildred	
Mendoza, Alicia	
Milam, Victoria	
Mizener, Sara	
Moylan, Nicole	
Nguyen, Quang	
O'Bra, Sean	
Pavona, Heather	
Pennington, Joseph	
Perez, Larry	
Perez, Rosa	
Perez, Simon	
Peterson, Patricia	
Quiles, Reinaldo	
Ramos, Dawn	
Reichert, Henry	
Rentas, Ruth	
Richman, Keith	
Roman, Jose	
Rowden, Rachel	

M-N-O-P-Q-R

Teacher Sign-In

Meeting Type: S.I.G. Update

Name	Signature
Salgado, Antonio	
Salyers, Amanda	
Saucedo, Evangelina	
Simpkins, Victor	
Skinner, Jerry	
Sobczak, Lynn	
Stokowski, Christoph	
Suberlak, Lisa	
Sylvan, Robert	
Tomicic, Petar	
Truhlar, April	
Tuggle, Darren	
Turner, Carrie	
Umaña, Julio	
Unger, Tom	
Velez, Carmen	
Villalobos, Jorge	
Wagner, Eric	
Wienand, Mark	
Wojcieszek, Cynthia	
Yuhas, Jaime	
Zammuto, Frank	
Zoelle, Sarah	

S-T-U-V-W-X-Y-Z

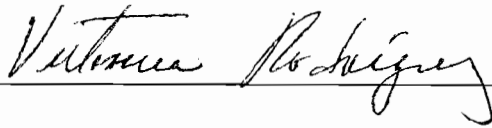
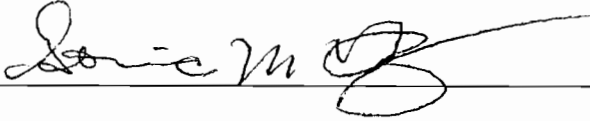
ESP Sign-In

Meeting Type: S.I.G. Update

Name	Signature
Allen, Ronnie	
Alvarez, Janette	<i>Janette Alvarez</i>
Alvarez, Maria	
Chinchilla, David	<i>D. Chinchilla</i>
Claudio, Carmen	
Collazo, Enid	<i>Enid Collazo</i>
Cooney, Kurt	
Coss, Carmen	<i>Carmen Coss</i>
Crespo, Gina	<i>Gina Crespo</i>
Davis, Roslyn	<i>Roslyn Davis</i>
Degante, Antonia	
Diaz, Leticia	
Earley, Thomas	
Echevarria, Jose	
Gaddis, Antonio	
Garza, Felix	
Gonzalez, Larry	
Heredia, Nilda	
Kuckla, Bernie	
Lopez, Hector	
Lopez, Jose	
Martinez, Maria	
Mendoza, Yolanda	
Molina, David	
Mooney, Martha	

ESP Sign-In

Meeting Type: S.I.G. Update

Name	Signature
O'Donnell, Carol	
Perez, Francisco	
Perez, Julio	
Rincon, Ana	
Rivas, Maria	
Rivera, Sandra	
Rodriguez, Victorina	
Rodriguez, William	
Ruiz, Sonia	
Sanjurjo, Maria	
Shaw, Marianne	
Valentin, Jeanette	
Vargas, Harry	
Vega, Luisa	
Velez, Julio	
Wojciechowski, Jim	

Page ____ of ____

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

[illegible]

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 10/28/10	LOCATION OF MEETING Kellgren Park H.S.	Kellgren Park H.S.
PURPOSE OF MEETING SIG		

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	DATE
Jerry Skinner	Union Rep		
Carla de Ramos	Director	Office School Improve.	10/28/10
Carol Garai	Assistant Principal	Assistant Principal	10/28/10

KELVYN PARK HIGH SCHOOL

4343 W. Wrightwood Avenue – Chicago, IL 60639

Telephone: (773) 534-4200 – Fax: (773) 534-4507

Ms. Isabel Tellez, Principal

LSC MEETING REUNIÓN DEL CEL

Wednesday
October 27, 2010

Miércoles
27 de octubre, 2010

5:00 pm ROTC Room/ Salón

Agenda

- I. Welcome/Bienvenida
- II. Attendance/Asistencia
- III. Approval of Minutes from Previous Meeting/
Aprobar las minutas de la última reunión
- IV. Public Participation/ Participación Pública
- V. Enclosures/Adjunto
- VI. Principal's Report/ Informe de la directora
- VII. New Business
 - a. Special Education Report
Reporte del departamento de educación especial
 - b. BAC/PAC Report/Reporte del BAC/PAC
 - c. Budget/Positions/Fundraiser proposals
Presupuesto/Posiciones/propuestas de Recaudación de fondos
- VIII. Announce Date of Next Meeting : Wednesday November 17, 2010
Anunciar la fecha de la próxima reunión:
Miércoles 17 de noviembre 2010
- IX. Adjournment/Clausura

KELVYN PARK HIGH SCHOOL

4343 W. Wrightwood Ave. – Chicago, Illinois 60639

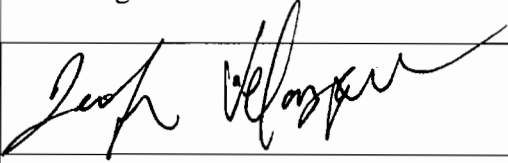
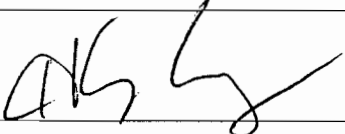
Telephone: (773) 534-4200 – Fax: (773) 534-4507

Principal: Isabel C. Tellez

LSC MEETING/REUNION DEL CONCILIO ESCOLAR LOCAL – 10/27/10

Place/Lugar: ROTC Room 199 – Time/Hora: 5:00 p.m.

SIGN-IN SHEET/HOJA DE FIRMAR

	NAME/NOMBRE	SIGNATURE/FIRMA
1.	Ms. Isabel C. Tellez Principal	
2.	Hector M. Basave President/Parent	
3.	Jacqueline Bahena Parent	She resigned
4.	Jennifer Velázquez Student Representative	
5.	Sean R. O'Brian Teacher Representative	
6.	Patricia Morales Community Representative	
7.	Evangelina Gómez-Tello Community Representative	
8.	Hector J. Gonzalez Teacher Representative	
9.	Leticia Sánchez Parent	
10.	Emma Valerio Parent	
11.	Eduardo Soriano Parent	
12.	Isabel López Parent	

KELVYN PARK HIGH SCHOOL

4343 W. Wrightwood Ave. – Chicago, Illinois 60639

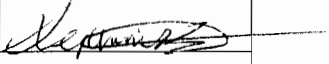
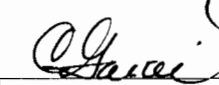
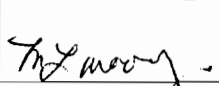
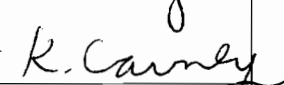
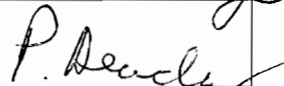
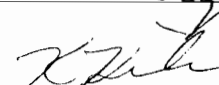
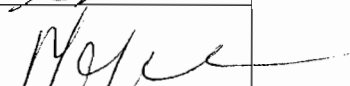
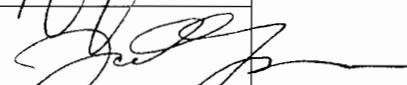
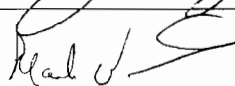
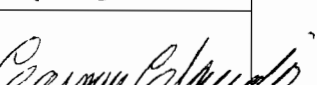
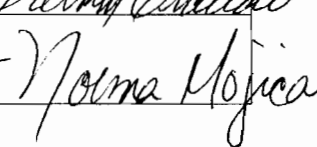
Telephone: (773) 534-4200 – Fax: (773) 534-4507

Principal: Isabel C. Tellez

LSC MEETING/REUNION DEL CONCILIO ESCOLAR LOCAL – 10/27/10

Place/Lugar: ROTC Room 199 – Time/Hora: 5:00 p.m.

SIGN-IN SHEET/HOJA DE FIRMAR

	Name	Address	Telephone # and Cellular	Signature
1	Stephanie B	1307 N. W. Ave	773-4411-6700	
2	Eric Wagner	4334 N. Sacramento	773-4914	
3	Carol Garcia	KP AP	5344220	
4	Mr. L. Moroy	KPHS. Seely	237-0845	
5	Kevin Carney	KPHS	(773) 719-8965	
6	Phil Deady	KPHS	708-387-2054 ~~(773) 719~~	
7	Kai Heinicke	KPHS	773/509-1968	
8	Natalie Garfield	KPHS	773 4500011	
9	JAIME VILLAS	KPHS	773 968-7741	
10	MARK WIENAND	KPHS	773 992-8182	
11	CARMEN CLAUDIA	K.P.H.S	773 919-0994	
12	NORMA MOJICA	KPHS	773/403-7705	

KELVYN PARK HIGH SCHOOL

4343 W. Wrightwood Ave. – Chicago, Illinois 60639

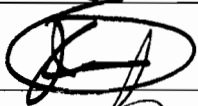
Telephone: (773) 534-4200 – Fax: (773) 534-4507

Principal: Isabel C. Tellez

LSC MEETING/REUNION DEL CONCILIO ESCOLAR LOCAL – 10/27/10

Place/Lugar: ROTC Room 199 – Time/Hora: 5:00 p.m.

SIGN-IN SHEET/HOJA DE FIRMAR

	Name	Address	Telephone # and Cellular	Signature
1	DR JOHN Kugler	Chicago Teachers Union	312.329.6244	
2	Edoardo Serrano	3721 W Palmer	(773) 614-0800	
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

KELVYN PARK HIGH SCHOOL

4343 W. Wrightwood Ave. – Chicago, Illinois 60639

Telephone: (773) 534-4200 – Fax: (773) 534-4507

Principal: Isabel C. Tellez

LSC MEETING/REUNION DEL CONCILIO ESCOLAR LOCAL – 10/27/10

Place/Lugar: ROTC Room 199 – Time/Hora: 5:00 p.m.

SIGN-IN SHEET/HOJA DE FIRMAR

	Name	Address	Telephone # and Cellular	Signature
1	Martha Mendoza	3521 W. Palmer	773-386-9026	
2	MARIA Rojas	1744 N. ST. LOUIS	773-540-9421	Maria Rojas
3	Jerry Skinner	1741 N. Matoma	773 876-4689	Jerry Skinner
4	Patty Boundvorkas	4343 Wrightwood	(773) 534-4224	Patty Boundvorkas
5	Mireya Dones	2234 N. Lowell	773-458-7710	Mireya Dones
6	Pianni Cruz	2231 N. Karlov	773-387-1320	Pianni Cruz
7	Andrianna Alvarez	2516 N. Ridgeway	773-892-2445	Andrianna Alvarez
8	Angelica Colon	3655 W. Diversey	(773) 668-5655	Angelica Colon
9	Marya Alvarez	2516 N. Ridgeway	(773) 486-1267	Marya Alvarez
10	Jorge Zamora	3014 N. Montiel	(773) 431-2129	Jorge Zamora
11	Jose De Santiago	3914 W. Belden	773 458-7165	Jose De Santiago
12	Maribel Rosales	4344 W. McLean	(773) 368-7797	Maribel Rosales

LSC
10/27/10

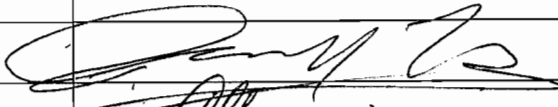
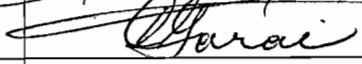
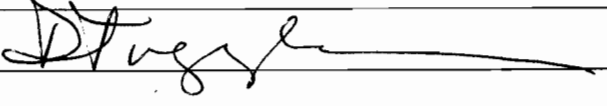
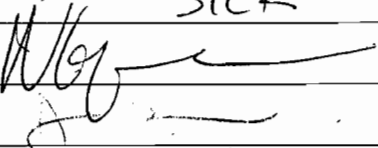
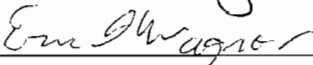
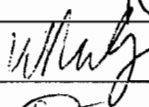
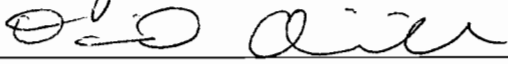
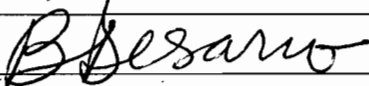
1. Enid Chinchilla 773-289-7159 3827 N. Hamlin Ave.
Enid Chinchilla
2. Martin Natividad 312 746 8605 5555 W. Grand
3. ARTHUR LOBL KPHS 773-206-0946 Arthur Lobl
4. Niki Moylan 847-924-8922 6060 N. Paulina N. Moylan
5. Hye Jin Choi (224) 766-1671 1104 Glenview Hye Jin Choi
6. Julio D. Umaña 847 401 4241 6255 W. Byron
7. Brandon Campbell 708-843-1821 Reporter
8. MIKE BORUNDA 773 281 4595 REPORTER
- 9.
- 10.

Page _____ of _____

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

[illegible]

Kelvyn Park High School
Instructional Leadership Team
2010 - 2011
October 20, 2010

Name	Signature
Isabel C. Tellez	
Carol Garai	
Carmen Martinez	
ROTC Instructor	
Darren Tuggle	
Dawn Ramos	
Bethany Kaufmann	SICK
Natalie Garfield	
Frank Zammuto	
Hye Jin Choi	Student Government
Tom Unger	
Eric Wagner	
Marisa DeLeon	class
Heather Pavona	Service hearing
Lisa Suberlak	Student Government
Andrea Leighton	Night school
Sara Mizener	Night School
William Rodriguez	
David Chinchilla	
Martha Mooney	
Bernadette DeSario	
Dan Zimmerman	

Sandy Rivera

Page _____ of _____

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

[illegible]

Kelvin Park / Comm. Presentation Transformation

OCTOBER 5, 2010

KELVIN PARK HIGH SCHOOL SERVICE PROVIDERS

NAME	Address	Organization	Phone	Cellular	Fax	Email
Roberto J. Guillen	1623 W. Salinas St.	BARRAGE WATER	573-959-7464	773-414-3667		Rw-to Go Brilliance Academy net
Rosind Blasigame-Buford	1223 N. Milwaukee	BUILD, Inc	773-227-2380	773-406-3581	773-227-3012	rbksingame@bldchicago.org
Devora Diaz	3265 W. North La Grange Ave	Forward, P.C.	773-862-4665	773-862-4665	773-862-4665	ForwardPC@sbcbglobal.net
Almar Tempel	5730 W. Roosevelt	Harigrowth	773-862-4665	773-862-4665	773-862-4665	TempelAlmar@com
Nereida Rosales	3343 W. 43rd	Metro	773-884-2201	773-884-2201	773-834-0003	rosales3@cps.k12.il.us
MaryAnn Monahan	3616 S. Halsted	W-11, Inc	773-523-8700	773-523-8700	773-523-8700	westside youth network 65 Shotmail.com
Jim Zeckhauser	4343 W. Wrightwood	Youth Guidance	312-594-8184	312-404-3185	312-404-3185	jzeckhauser@youth-guidance.org
Claudia Cortez	770 N. Halsted, 4th Fl	GEAR UP	312-563-7189	312-563-7189	312-563-7189	cmortez@neiu.edu
Bernarda Ramirez		Gear-up	312-563-7189	312-563-7189	312-563-7189	gearupparent@yahoo.com
Carmen Velez		KPHS				
Kevin Hodge		Babbage	847-912-2040	773-679-1067		Kevin Hodge@brillianceacademy.net
Frank Zammito	4343 Wrightwood	KPHS	773-534-4210			Fzammito@cps.edu
DAVID SPERLING	770 N. HALSTED	GEAR UP/CTC NEIU	312-523-7163	773-294-2498	312-523-7210	D-Sperling@neiu.edu
Kathryn McAuley	KPHS	KPHS	708-359-9371			kamcauley@cps.edu
Alfredo Alfaro	1340 S. DAMEN	UCAN	773-750-9753			alfaroad@ucanclinc.org
Julio D. Umaña	KPHS	KPHS Counseling	773-534-2205			Jdumana@cps.edu

Community Providers

KELVYN PARK HIGH SCHOOL

4343 W. Wrightwood Avenue – Chicago, IL 60639

Telephone: (773) 534-4200 – Fax: (773) 534-4507

Ms. Isabel Tellez, Principal

LSC MEETING REUNIÓN DEL CEL

Wednesday
September 29, 2010

Miércoles
29 de septiembre, 2010

5:30 pm ROTC Room/ Salón

Agenda

- I. Welcome/Bienvenida
- II. Attendance/Asistencia
- III. Approval of Minutes from Previous Meeting/
Aprobar las minutas de la última reunión
- IV. Public Participation/ Participación Pública
- V. Enclosures/Adjunto
- VI. Principal's Report/ Informe de la directora
- VII. New Business
 - a. Special Education Report
Reporte del departamento de educación especial
 - b. BAC/PAC Report/Reporte del CAP/CAB
Budget/Positions/Fundraiser proposals
Presupuesto/Posiciones/propuestas de Recaudación de fondos
- VIII. Announce Date of Next Meeting /
Anunciar la fecha de la próxima reunión
- IX. Adjournment/Clausura

KELVYN PARK HIGH SCHOOL

4343 W. Wrightwood Ave. – Chicago, Illinois 60639

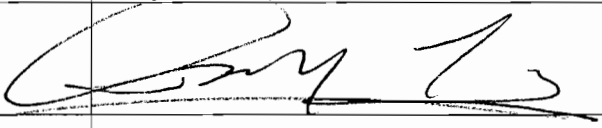
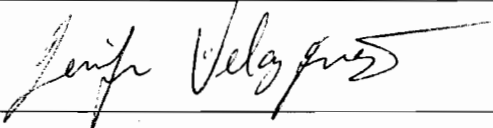
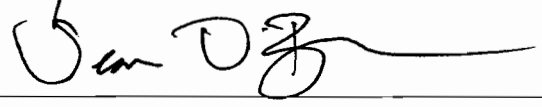
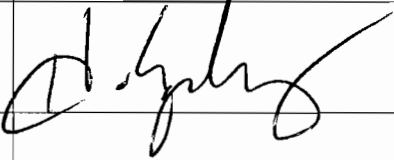
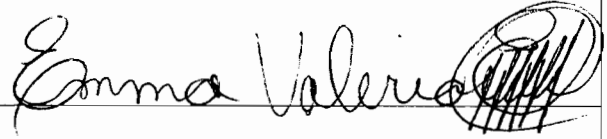
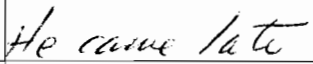
Telephone: (773) 534-4200 – Fax; (773) 534-4507

Principal: Isabel C. Tellez

LSC MEETING/REUNION DEL CONCILIO ESCOLAR LOCAL – 9/28/10

Place/Lugar: ROTC Room 199 – Time/Hora: 5:00 p.m.

SIGN-IN SHEET/HOJA DE FIRMAR

	NAME/NOMBRE	SIGNATURE/FIRMA
1.	Ms. Isabel C. Tellez Principal	
2.	Hector M. Basave President/Parent	
3.	Jacqueline Bahena Parent	
4.	Jennifer Velázquez Student Representative	
5.	Sean R. O'Bra Teacher Representative	
6.	Patricia Morales Community Representative	
7.	Evangelina Gómez-Tello Community Representative	
8.	Hector J. Gonzalez Teacher Representative	
9.	Leticia Sánchez Parent	
10.	Emma Valerio Parent	
11.	Eduardo Soriano Parent	
12.	Isabel López Parent	

KELVYN PARK HIGH SCHOOL

4343 W. Wrightwood Ave. – Chicago, Illinois 60639

Telephone: (773) 534-4200 – Fax: (773) 534-4507

Principal: Isabel C. Tellez

LSC MEETING/REUNION DEL CONCILIO ESCOLAR LOCAL – 9/28/10

Place/Lugar: ROTC Room 199 – Time/Hora: 5:00 p.m.

SIGN-IN SHEET/HOJA DE FIRMAR

	Name	Address	Telephone # and Cellular	Signature
1	WAGNER, ERICS	4370 N. Fairmont Chicago	712-330 4914	E. Wagner
2	Hector Basave	2307 N. Tripp		
3	A. Selyers	5703 W. Warruck Chicago	773 960 4481	A. Selyers
4	Mineya Dones	2234 N. Lowell	773-458 7710	Mineya Dones
5	NGUYEN QUANG	1313 N. 24 th Ave Melrose Park,	773-398 0434	Q. Dang
6	Jerry Skinner	1741 N. Natoma Ave Chicago	773-836-4684	J. Skinner
7	Kai Hernandez	773 N. Milwaukee Chicago	773-509-1968	K. Hernandez
8	Sonia Ruiz	3428 W. Belden Ave Chicago	773 419-2219	S. Ruiz
9	Niki Moylan	6060 N. Paulina	847 924 8922	N. Moylan
10				
11				
12				

15-016-299-025 | Chicago Public Schools

Appendix D: Stakeholder Consultation Confirmation

North Lawndale College Prep

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING April 6, 2011	LOCATION OF MEETING Niles Christian	North Laundale College Prep.
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
John Elwesman	Chair, Spanish	Spanish Dept. Niles	John Elwesman	April 6, 2011
Lisa Wallace	Chair, Spanish	Spanish	Lisa Wallace	4/6/2011
Meghan McGowan	Chair, Science	Science	M. McGowan	4/6/2011
Elizabeth Atkinson	Chair, Math	Math	Elizabeth Atkinson	4/6/2011
Nellie Pearson	Chair (College Enrich)	Special Ed.	Nellie Pearson	4/6/2011
Skye Nicholson	Chair, Science	Science	Skye Nicholson	4/6/2011
Crystal Luxton	Chair, Math	Math	Crystal Luxton	4/6/11
Maybeck	Asst. Principal	Collins	Maybeck	4/6/11
Maxine Grand	Chair, Social Studies	Social Studies	Maxine Grand	4/6/11
Aaron Cippman	Chair / SS	Social Studies	Aaron Cippman	4/6/11

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

[illegible]

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
APRIL 5 2011	1015 S. CHRISTIANA	NORTH LAURELDALE COLLEGE PREP

PURPOSE OF MEETING

Review of Transformation Rate

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
John Horan	President	NLCF	[Signature]	4/5/11
Mary Beck	Asst. Principal	Collins	[Signature]	4/5/11
Nicole Howard	Principal	NLCF	[Signature]	4/5/11
Donita Murphy	Assistant Principal	Christiana	[Signature]	4/5/11
Chris Kelly	Chief Operating Officer	NLCF	[Signature]	4/5/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER		REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING <u>APRIL 4, 2011</u>		LOCATION OF MEETING <u>1313 S. Sacramento Blvd</u>	
PURPOSE OF MEETING <u>PARENT Meeting - Transformation Grant</u>		<u>N/A</u>	
PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Charles Moore	Parent	NLCP	<u>Charles Moore</u>
Vere Twiggman	social worker	NLCP	<u>Charles Moore</u>
Delores Smith	parent	NLCP	<u>Delores Smith</u>
Laura Jones	Parent	NLCP	<u>Laura Jones</u>
ANTON LITTLE	Parent	VEGETING	<u>Anton Little</u>
Clarice Hall	parent	NLCP	<u>Clarice Hall</u>
Dominica Woods	Parent	NLCP	<u>Dominica Woods</u>
Michael Gray	Student (collins campus)	NLCP	<u>Michael Gray</u>
Renee Jenkins	Parent OF MICHAEL GRAY	NLCP	<u>Renee Jenkins</u>
Valencia Jordan	Parent	NLCP Collins	<u>Valencia Jordan</u>

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING <u>4-2-11</u>	LOCATION OF MEETING <u>1213 S. Sacramento Chicago</u>	<u>NORTH LITONIALE College Prep</u>
PURPOSE OF MEETING <u>Parent Review Transformation</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Cardlyn High	Parent	Kenneth High	Cardlyn High	4-2-11
Samuel Jackson	Parent	Darryl Jackson Davis	Samuel Jackson	4-2-11
Krishna Turner	Parent	Tashai Jacquelyn	Krishna Turner	4/2/11
Debra Floyd	Parent	OPAMIS HA WILLIAMS	Debra Floyd	4/2/11
Geneva Moraw	Parent	Reginald Moraw	Geneva Moraw	4/2/11
JOANNE M. WHITE	Parent	Ramanda M. WHITE	JOANNE M. WHITE	4/2/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 3/4/11	LOCATION OF MEETING NLCF - Collins	

PURPOSE OF MEETING
Review SIP

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Nicole Howard	Principal	NLCF Admin	Nicole Howard	3/4/11
Deirdre Murphy	Assistant Principal	NLCF Admin	Deirdre Murphy	3/4/11
John Horan	President	NLCF Admin	John Horan	3/4/11
Laurel Platt	Principal	NLCF-Admin	Laurel Platt	3/4/11
Chris Kelly	COO	NLCF-Admin	Chris Kelly	3/4/11
Angie Allerman	Sr. Project Mgr		Angie Allerman	3/4/11

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

Page 1 of 2

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 2/26/11	LOCATION OF MEETING NLCF CHRISTIANA	COLLEGE NORTH LAUNDALAPRES 1015 S. CHRISTIANA
PURPOSE OF MEETING Review Transformation Grant		

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
JOANNE M. WHITE	Parent	Parent	Joanne M. White
Krishna Turner	Parent	Parent	Krishna Turner
Evelena Crittke	Parent	Parent	Evelena R. Crittke
Tamara Curley	Parent	Parent	Tamara Curley
Kate Fulghum	social worker	NLCF	Kate Fulghum
Doreen Hicks	Parent	Parent	Doreen Hicks
Clarice Hall	Parent	Parent	Clarice Hall
Charlean Moore	Parent	Parent	Charlean Moore
Bruce Ray Lewis	PARENT	Parent	Bruce Ray Lewis
PATRICK SINGASTON	PARENT	Parent	Patrick Singaston

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 2/26/11	LOCATION OF MEETING 1615 S. CHRISTIANA	NORTH LAWRENCE COLLEGE PREP
PURPOSE OF MEETING Review Transformation Grant		Chicago 60623

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Nafesha Harris	Parent	Parent	Nafesha Harris	2/26/11
Velicia Jordan	Parent	Parent	Velicia Jordan	2/26/11
John Horan	President	NICP	John Horan	2/26/11
LaGae Pratt	Principal-Collins	NICP	LaGae Pratt	2/26/11
Mary Beck	Asst. Principal	NICP	Mary Beck	2/26/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER		REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	2/16/2011	Chicago	NLCP
PURPOSE OF MEETING	Introduce grant (transformation) to full staff		
PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	DATE
Meghan McGovern	Science Chair	NLCP Science	2/16/11
John Hansen	Teacher	NLCP	2/16/2011
Trina UK	Math Teacher	NLCP	2/10/2011
Janie Raver	Teacher	NLCP	2/16/2011
Tiffany Childers	Teacher / Civic Engagement	NLCP	2/16/2011
Michelle Berry	Director of Development	NLCP	2/16/2011
K. Borders	Teacher	NLCP	2/16/2011
Tan Tafe	Teacher	NLCP	2/16/2011
Cal mese	Teacher	NLCP	2/16/2011
Caumen Noh	Department Counselor	NLCP	2/16/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Amanda Richey	history teacher	NLCP	Amanda Richey	2/16/11
Neske Howard	Principal	admin	Neske Howard	2/16/11
Joe Becker	Teacher	NLCP	Joe Becker	
Christopher Paschal	Teacher	math Dept	Christopher Paschal	
Thomas Corbiere	science teacher	science dept-NLCP	Thomas Corbiere	
John Shresman	Spanish teacher	Spanish	John Shresman	2-16-2011
Tom Wagner	science teacher	science/NLCP	Tom Wagner	
LINDSEY ZIDAR	ENGLISH- ~~ST.~~ TEACHER	NLCP	LINDSEY ZIDAR	
ALLISON TINGWALL	SPANISH TEACHER	SPANISH-NLCP	ALLISON TINGWALL	
Tom CAVANAGH	Science Teacher	NLCP	Tom CAVANAGH	

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Denise Murphy	Assistant Principal	Administration	Denise Murphy	2/16/11
Travis Ryan	History Teacher		Travis Ryan	2/16/11
Lisa Wallace	Spanish Choir	Spanish	Lisa Wallace	2/16/11
Tammy Reed	History		Tammy Reed	2/16/11
Angie Allemen	Proj Mgr	OSI/OTS	Angie Allemen	2/16/11
John Tran	President	Leadership	John Tran	2/16/11
May Beck	Asst. Principal Collins	Admin	May Beck	2/16/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Maria Yocom	Teacher	Science Dept	Maria Yocom	2/16/11
Maxine Beauregard	Dept. Chair	Social Studies	Maxine Beauregard	
Heidi Curran	Teacher	Eng. Dept.	Heidi Curran	2/16/11
Elizabeth Harrison	Dept. Chair	Math Dept	Elizabeth Harrison	
Crystal Luxton	Dept. Chair	Math	C. Luxton	
Erik F. Tinsley	Dir. of Science/AD		Erik F. Tinsley	
ERIN DUVAL	TEACHER	MATH	Erin Duval	
Parin Patel	Teacher	Science Dept	Parin Patel	
Nikki Williams	Teacher	English	Nikki Williams	

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Jessie Rayci	Student-observer	NLCP-christiana	<i>Jessie Rayci</i>	2/16/11
MAHelen Williams	Reading Specialist	christiana	<i>MAHelen Williams</i>	2/16/11
Leonel Reyes	Student observer	Spanish/Lisa Weiler	<i>Leonel Reyes</i>	2/16/11
Terrie Whitowski	Special Ed. Teacher	NLCP-collins	<i>Terrie Whitowski</i>	2/16/11
Louis Ferguson	SPED	NLCP	<i>Louis Ferguson</i>	2/16/11
Harriet L. Huxford	Coordinator Phoenix Rising	NLCP	<i>Harriet L. Huxford</i>	2/16/11
Tracey Mapp	Dev. Associate	NLCP	<i>Tracey Mapp</i>	2/16/11
Tess Jones	Business Manager	NLCP-office	<i>Tess Jones</i>	2/16/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Griselida Ramirez	Teacher	Spanish Dist.	Griselida Ramirez	2/16/11
Luke Anderson	Teacher	English Dep	Luke Anderson	2/16/11
Barry McLaughlin	Teacher/Choir	English	Barry McLaughlin	2/16/11
John Tristram	Student Teacher	History	John Tristram	2-16-11
Kelly Martin	Teacher	Math	Kelly Martin	2-16-11
Gina Mitchell	Caregiver	Det	Gina Mitchell	2/16/11
Kenneth Rogers	Teacher	P.E.	Kenneth Rogers	2/16/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 2-16-11	LOCATION OF MEETING NLC-P - COLLINS	NORTH LAUNDALE COLLEGE Prep

PURPOSE OF MEETING ACADEMIC TAMP

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Lisa Wallace	Spanish Chair	NLC-P Spanish	Lisa Wallace
Meghan McGovern	Science Chair	Science Dept.	M. McGovern
Elisabeth Atkinson	Math Chair	Math Dept.	Elisabeth Atkinson
Crystal Luxton	Math Chair	Math Dept.	C. Luxton
Elizabeth Czekner	Art Dept. Chair	NLC-P Art + FSM	E. Czekner
Lachael Palmer	Principal	Administration	Lachael Palmer
Maupbeck	Asst. Principal Collins	Admin	Maupbeck
Tim Boneman	English Chair - Collins	English - Collins	T. Boneman
John Horan	President	Leadership	John Horan
Carmen Mahan	Counseling Chair	Counseling	Carmen Mahan

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 2/16/11	LOCATION OF MEETING NCS Collins	NCS

PURPOSE OF MEETING
Academic Areas Improvement

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Nellie Pearson	Dept. Chair - Sp. Ed.	College Enrichment	Nellie Pearson
Jaron Lippman	Dept. Chair SS	SS	Jaron Lippman
Skye Nicholson	Dept Chair-Science	Science	Skye Nicholson
John Thompson	Dept Chair Spanish	Spanish	John Thompson
~~Debra Murphy~~	~~Asst. Principal~~	~~Administration~~	~~Debra Murphy~~
Debra Murphy	Assistant Principal	Administration	Debra Murphy
Nicole Howard	Principal	Administration	Nicole Howard
Chris Kelly	COO	Admin	Chris Kelly

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Elizabeth Creekner	Digital Media Instructor / Free Spirit Media	Art. Dept / FSM	Elizabeth Creekner	2/10/2011
Rachel Mason	Art Instructor	ART DEP.	R Mason	2/10/11
Maxine Jeremiah	Dept. Chair Social Studies	Social Studies	Maxine Jeremiah	2/10/11
Elisabeth Affinson	Math Dept. Chair	Math	Elisabeth Affinson	2/10/11
Skye Nicholson	Dept Chair Science	Science	Skye Nicholson	2/10/2011
Crystal Luxton	Math Dept Chair	Math	C. Luxton	2/10/11
Meghan Moore	Science Dept Chair	Science	M. Moore	2/10/2011
John Ephresman	Spanish Chair	Spanish	John Ephresman	2-9-11
Chris Kelly	COO	Math	Chris Kelly	2-10-11
Lisa Wallace	Spanish chair	Spanish	Lisa Wallace	2/10/2011

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING 2.10.11	LOCATION OF MEETING NLP Collins	NORTH LUNDARE College Prep

PURPOSE OF MEETING
Transformation Grant

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Nicole Howard	Principal - Christiana (Christiana)		Nicole Howard
Barry McRath	English Dept. Chair - Collins		Barry McRath
Algebra Reviews	Counseling Department Chair - 2011 Counselor - Collins Campus		Algebra Reviews
Carmen A. Mahan	Counseling Department Chair - 2012 Counselor - Christiana Campus		Carmen A. Mahan
Alaia Palmer	Principal - Collins		Alaia Palmer
Nellie Pearson	Department Chair - Special Education		Nellie Pearson
John Horan	RESIDENT		John Horan

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each **planning/preparation meeting with participants**. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

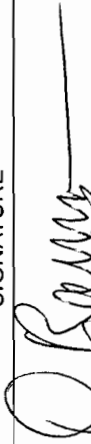
DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	

PURPOSE OF MEETING
Review Needs Assessments

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Nicole Howard	Principal	NCCP Admin	Nicole Howard
Lacael Palmer-Ratt	Principal	NCCP Admin	Lacael Palmer-Ratt
Chris Kelly	CO	NCCP Admin	Chris Kelly
Denita Murphy	Assistant Principal	NCCP Admin	Denita Murphy
Angela Allemen	Sr. Proj Mgr		Angela Allemen

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME		
DATE OF MEETING 1/6/11	LOCATION OF MEETING TAMS			
PURPOSE OF MEETING NORTH LAWNDALE COLLEGE PREP - INFO SESSION ON SIG.				
PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Orlando Ramos	Director	CPS		12/6/10
Chris Kody	COO	NLCP		1/6/11
Nicole Howard	Principal	NLCP		1/6/11
Krystal Rogers	Project Mgr	CPS		1/6/11
John Horan	President	NLCP		1.6.11
Randel Bessard	OSI	CPS		1/6/11
Arigil Altemah				

15-016-299-025 | Chicago Public Schools

Appendix D: Stakeholder Consultation Confirmation

Richards Career Academy

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholder engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <i>Chicago Public Schools #299</i>	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <i>Richards Career Academy</i>
DATE OF MEETING <i>4/14/11</i>	LOCATION OF MEETING <i>Media Center 102 (RCA)</i>	
PURPOSE OF MEETING <i>Discuss School Improvement Grant</i>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Fred Aguirre	Assistant Principal	Richards Career Academy	<i>[Signature]</i>	4/14/11
DeVise Liekis	Attendance Coordinator	Richards Career Academy	<i>[Signature]</i>	4-14-11
Mary E. Dolan	Principal	Richards Career Academy	<i>[Signature]</i>	4-14-11
Jean Coulson	Comm Rep	Richards Career Academy	<i>[Signature]</i>	4-14-11
Karyn Miller	Parent Rep	Richards H.S.	<i>[Signature]</i>	4-14-11
Douglas Gines	Parent Rep	Richards H.S.	<i>[Signature]</i>	4-14-11
M. Gibeah-Golb	Teacher	Richards H.S.	<i>[Signature]</i>	4-14-11
NORMAN WILLIAMS	Comm. Rep.	R.C.A.	<i>[Signature]</i>	4-14-11
Adq Britton	Parent	Richards H.S.	<i>[Signature]</i>	4-14-11

Staff Meeting – April 6, 2011

1. Update on Bell Schedule – 2011-2012
2. CCSS – Common Core State Standards <http://corestandards.org/>
3. Prepped for Success
4. Freshman Connection and Summer School – not here, June 22-July19 Monday-Thursday
5. Update – CTE application
6. Update – Slg Grant
7. Update – JROTC
8. Crimestoppers
9. Budget
10. Congrats to our Culinary students on \$4000 scholarships to Washburne

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees.

☒

TEACHER

Sheet #

1

☐ CAREER
SERVICE

Date:

04-06-11

Employee Number	First Arrival		First Depart		Second Arrival		Final Departure		Employee Number	Position Type	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	7:35	CA					3:30	CA	1		ARAGON, C
2	7:25	CB					4:50	CB	2		BONNER, C
3	7:30	MB					3:22	MB	3		BRENNAN, N
4	6:54	ue					8:15	ue	4		CZERWINSKI, M
5	6:45	KCD					3:53	KCD	5		DOOLIN, K
6	7:50						3:32		6		FLEMING, P
7	7:45	KCB					3:50	KCB	7		FREEMAN-BARRE
8	7:32	sf					3:25	sf	8		FRIEDMAN, D
9	7:24	MG					2:50	MG	9		GILREATH-GOLUB
10	7:42	SO					3:50	SO	10		GOMEZ, S
11	7:40	KRHL					3:30	KRHL	11		HANNON-KELLY
12	6:45	KHJ					4:20	KHJ	12		HANSEN, K
13	7:40	GAH					3:32	GAH	13		HARRIS, S
14	7:25	MA					3:30	MA	14		HEALY, M
15									15		JABULANI, H
16	7:15	GA					3:28	GA	16		JACKSON, A
17	7:50						3:45		17		JAMISON, K
18	7:20	GS					7:19	GS	18		JENKINS-CARLVI
19	7:05	GS					3:30	GS	19		JUNEJA, G
20							4:15		20		KERN, J
21	7:35	FAH					3:25	FAH	21		KUTZ, E
22	7:50						3:30		22		LEE, M
23	7:41	AF					3:30	AF	23		LOPEZ, J
24									24		
25									25		
26									26		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings her from have been correctly made by me on the Attendance Report.

SIGNATURE

ATTENDANCE CLERK

Approved as being correct to the best of my knowledge and belief

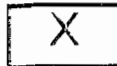
SIGNATURE

OFFICIAL IN CHARGE

1

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees.



TEACHER

Sheet #

2



CAREER SERVICE

Date:

04-06-11

n e	First Arrival		First Departure		Second Arrival		Final Departure		n e	Type And Hours	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	7:36	CW					3:47	CW	1		MUNDY WOODS
2	7:39	RL					3:29	RL	2		RAY, R
3	7:50	mn					3:15	mn	3		ROBINSON, M
4	8:00	SP					4:00	SP	4		SCHNEIDER, S
5	7:32	m					4:16	MS	5		SOLTIS, M
6									6		STALLINGS, R
7	8:34	DS					5:35	DS	7		SUKENIC, D
8	7:11	MT					2:32	MT	8		TARAU, M
9	7:05	T.T.					3:27	T.T.	9		TELILA, T
10	7:37	M					3:27	M	10		TIMKANG, M
11	7:31	KW					3:40	KW	11		WALSH, K
12	7:40	RL					3:25	RL	12		WASHINGTON, L
13									13		WATERS, M
14	7:25	OW					4:30	OW	14		WHITAKER, J
15									15		
16									16		
17									17		
18									18		
19									19		
20									20		
21									21		
22									22		
23									23		
24									24		
25									25		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings her from have been correctly made by me on the Attendance Report.

Approved as being correct to the best of my knowledge and belief

SIGNATURE

ATTENDANCE CLERK

SIGNATURE

OFFICIAL IN CHARGE

2

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employee' Time must be signed personally by all members of the Teaching Force and Career Service Employee **PARAPROFESSIONALS**

☐ TEACHER

Sheet # **3**

☒ CAREER SERVICE

Date: **04-06-11**

i n e	First Arrival		First Departure		Second Arrival		Final Departure		i n e	Excep tion Type	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	6:50	SH					4:22	SH	1		DRAYTON, A
2	7:25	PS					3:29	PS	2		FRANCO, P
3	8:58	M.H.					5:25	M.H.	3		KOSTKA, M
4	5:07	J.H.					4:00	JH	4		LIEKIS, D
5	5:23	J.H.							5		MCKINNEY, J
6	6:44	KT					5:08	KT	6		PARKER-TAYLOR
7	7:44	SL					5:26	SL	7		ROBINSON, J
8	7:29	SL					5:21	SL	8		WARREN, S
9	6:16	A.W.					3:00	A.W.	9		WILLIAMS, A
10									10		
11									11		
12									12		
13									13		
14									14		
15									15		
16									16		
17									17		
18									18		
19									19		
20									20		
21									21		
22									22		
23									23		
24									24		
25									25		
26									26		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings herefrom have been correctly made by me on the Attendance Report.

Approved as being correct to the best of my knowledge and belief

SIGNATURE

ATTENDANCE CLERK

SIGNATURE

OFFICIAL IN CHARGE

3

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees. **SECURITY**

☐ TEACHER

Sheet #

4

☒ CAREER SERVICE

Date:

04-06-11

n e	First Arrival		First Departure		Second Arrival		Final Departure		n e	Excep tion	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	2:18	RC					3:06	R.C.	1		CARPENTER, R
2	6:55	GA					3:29	GA	2		KINDRED, G
3	7:30	SP	12:30	SP	12:49	SP	3:09	SP	3		ROLON, L
4	7:18	DRW	1:10	DRW	1:40	DRW	3:03	DRW	4		WHITE, D
5									5		
6									6		
7									7		
8									8		
9									9		
10									10		
11									11		
12									12		
13									13		
14									14		
15									15		
16									16		
17									17		
18									18		
19									19		
20									20		
21									21		
22									22		
23									23		
24									24		
25									25		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings her from have been correctly made by me on the Attendance Report.

SIGNATURE

ATTENDANCE CLERK

Approved as being correct to the best of my knowledge and belief

SIGNATURE

OFFICIAL IN CHARGE

4

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees.

LUNCHROOM

☐ TEACHER

☒ CAREER SERVICE

Sheet #

5

Date:

04-06-11

n e	First Arrival		First Departure		Second Arrival		Final Departure		n e	Exception Type And	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	7:00	KB					2:30	KB	1		BARRIGHER, K
2	7:00	BB					1:30	BB	2		BYTHER, B
3	6:26	M-N					2:04	M-N	3		MARTINEZ-LOP
4									4		SONNTAG, F
5	6:00	E.T.					2:30	E.T.	5		TAYLOR, E
6									6		
7									7		
8									8		
9									9		
10									10		
11									11		
12									12		
13									13		
14									14		
15									15		
16									16		
17									17		
18									18		
19									19		
20									20		
21									21		
22									22		
23									23		
24									24		
25									25		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings her from have been correctly made by me on the Attendance Report.

SIGNATURE

ATTENDANCE CLERK

Approved as being correct to the best of my knowledge and belief

SIGNATURE

OFFICIAL IN CHARGE

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees.

☐ TEACHER

Sheet #

6

☒ SERVICE ENGINEER

Date: 04-06-11

n e	First Arrival		First Departure		Second Arrival		Final Departure		n e	Excep tion	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	5:30	RC					2:02	RC	1		CARTELL, R
2									2		
3									3		
4									4		
5									5		
6									6		
7									7		
8									8		
9									9		
10									10		
11									11		
12									12		
13									13		
14									14		
15									15		
16									16		
17									17		
18									18		
19									19		
20									20		
21									21		
22									22		
23									23		
24									24		
25									25		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings herefrom have been correctly made by me on the Attendance Report.

Approved as being correct to the best of my knowledge and belief

SIGNATURE

ATTENDANCE CLERK

SIGNATURE

OFFICIAL IN CHARGE

6

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees.

CUSTODIANS

☐ TEACHER

Sheet #

7

☒ SERVICE

Date:

04-06-11

n e	First Arrival		First Departure		Second Arrival		Final Departure		n e	Excep tion	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	10:55	SB					7:30	SB	1		BROWN, S
2									2		DIAZ, S
3	5:23	P.H					2:00	P.H	3		HENRY, P
4	12:55	N.P					9:30	N.P	4		PANTOSA, N
5	12:57	T.W					9:30	T.W	5		WILLIAMS, T
6									6		
7									7		
8									8		
9									9		
10									10		
11									11		
12									12		
13									13		
14									14		
15									15		
16									16		
17									17		
18									18		
19									19		
20									20		
21									21		
22									22		
23									23		
24									24		
25									25		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings herefrom have been correctly made by me on the Attendance Report.

Approved as being correct to the best of my knowledge and belief

SIGNATURE

ATTENDANCE CLERK

SIGNATURE

OFFICIAL IN CHARGE

7

Richards Career Academy

Agenda

4/1/11

8:30	Welcome-
8:30-9:15	Teacher Survey "The Consortium on Chicago School Research" Please get your envelope from Ms. Czerwinski
9:15-9:35	Bilingual Department Update (Mr. Kutz)
9:35-9:55	AVID Update (Ms. Waters)
9:55-10:05	Report Card Pick Up/PSAE (Czerwinski)
10:05 10:20	Special Education Update (Carlvin)
10:20-10:40	Grant Update Track E. <u>School Improvement Grant. CTE</u> (Aguirre)
10:40-10:45	Grade Entry Update (Joyce Robinson)
10:45-12:00	Grade Entry
12:00-12:45	Lunch
12:45-1:30	Department Meetings
1:30-2:46	Self Directed

Richards Career Academy Professional Development

Teachers Sign In

April 1, 2011

Name	Signature
Aragon, Carlos	Carlos A. Aragon
Bonner, Carolyn	Carolyn Bonner
Brennan, Nancy	Nancy Brennan
Czerwinski, Maryanne	Maryanne Czerwinski
Doolin, Katherine	
Fleming, Patricia	Patricia Fleming
Freeman-Barrera, Kimber	Kimber A. Barrera
Friedman, David	David Friedman
Gilreath-Golub, Marilyn	M. Gilreath-Golub
Gomez, Sarah	
Hannon-Kelly, Keena	At South Shore at Area Meeting
Hansen, Kimberly	K. Hansen
Harris, Shelly	
Healy, Michael	
Herrada, Priscilla	
Jackson, Angela	Angela Jackson
Jamison, Kenneth	
Jenkins-Carlvin, Geraldine	
Juneja, Gurpreet	
Kern, James	James Kern
Kutz, Eric	Eric Kutz
Lee, Mark	Mark Lee
Lopez, Joshua	Josh Lopez
Mundy Woods, Cleo	Cleo Mundy Woods
Ray, Rex	Rex Ray
Robinson, Martha	Martha Robinson
Schneider, Sarah	
Soltis, Mark	Mark Soltis
Sukenic, Deborah	Deborah Sukenic
Tarau, Mihaela	Mihaela Tarau
Telia, Tesfaye	T. Telia
Timkang, Michele	Michele Timkang
Walsh, Katherine	
Washington, Linda	
Waters, Maureen	
Whitaker, Jeffrey	

Richards Career Academy Professional Development

Career Service Sign In

April 1, 2011

Name	Signature
Abarca, Edgar	
Carpenter, Ruthie	
Cartell, Richard	
Drayton, Angela	Angela Drayton
Franco, Patricia	
Juarez, Emilo	
Kindred, Gordon	
Kostka, Margaret	
Liekis, Denise	Robeson H.S. ... here
Parker-Taylor, Karmen	Joyce Robinson here
Robinson, Joyce	Joyce Robinson
Rolon, Luz	Luz Rolon
Warren, Stephen	
White, Douglas	
Williams, Annie	Annie Williams

Lunch Room Staff

Name	Signature
Barrigher, Kathy	absent
Byther, Berthean	absent
Martinez-Lopez, Maribel	absent
Sonntag, Frederick	absent
Taylor, Ella	All day / mtg

RICHARDS CAREER ACADEMY

Ms. Mary E. Dolan, Principal

Mr. Fred Aguirre, Asst. Principal

RCA ILT MEETING

Sign In Sheet

Date March 14, 2011

Name	Department	Signature
Doolin (Ms. Suneja)	Science	Ms. Suneja
Healy	Social Science	Rex Healy
Jenkins-Carlvin	Special Ed	Jenkins-Carlvin
Schneider	Math	Schneider
Whitaker	English	Whitaker
Walsh	ETC	
Dolan	Administration	Ms. Dolan
Aguirre	Administration	F. Aguirre

Staff Update Meeting – March 11, 2011

SIG Grant:

3 Primary areas of focus

1. Rigorous, college and career-aligned curriculum and Quality Teaching
 - Develop coherence between core and CTE programs
 - Align curriculum and instruction with College and Career Readiness standards and make transition to the CCSS
2. Engaged and Responsible Learners and Community Involvement – Match rigorous curriculum and instruction with scaffolds for students' social and emotional development of college and career readiness, including community engagement in the school
3. Sustainable Systems of Support for Students' College and Career Readiness - Establish and assure maintenance of integrated school systems to monitor students' status and growth in both academic achievement and social and emotional development from initial enrolment at Richards through to graduation, including the provision of appropriate interventions and services as required to enable students to make steady progress toward graduation and systematic monitoring and adjustment of those interventions and supports based on data.

Lead Partner – America's Choice

They will provide a Turn-Around manager to work with the principal and assistant principal

Half-time Literacy and Half-time math specialists to be hired (School hires them, not AC)

Curriculum & Assessment

- Summer PD for staff– all faculty for one/two days and 9th and 10th grade teachers for several days of time.
- Fall, winter, spring intercession PD – three days

PD paid at \$35.10 rate

Curriculum: Navigator and Ramp-Up Literacy and Math for Tier 2 and Tier 3 students – **We will hire 2 literacy teachers and 2 math teachers.**

Aligned Instructional Practices

- After school support programs
- Recovery classes on AVENTA (computer program, **supported by 2 teachers and 2 ESPs**)
- **CTE Recovery – this is not developed yet**

School Culture and Climate

- **Hire a social and emotional learning services coordinator**
- Freshman connection development all year
- Student incentives for attendance and academic and behavior performance
- Expand afterschool program to include 2 field trips per year for each student to attend a play, symphony, etc.
- Provide support for our events – like Black History month event and Cinco de Mayo event
- Provide support for services like Knock at Midnight

- Provide PD for staff that includes differentiated instructional routines, job-embedded coaching and development of students' ability to manage themselves

Data Analysis

- America's Choice and the District & Area have many tools for tracking data – REA, Data Dashboard, Scantron, Teachscape, etc.
- **Data Coordinator and ILT will receive support** for tracking the data and using the information to change teaching and impact learning for student success

Support Services and Interventions

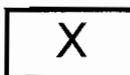
- **A freshman counselor will be hired**
- **Summer school counseling will be added**
- A mentoring program for all 9th (and 10th?) grade students will be added

Communication of the Vision and Goals

- Marketing Plan – Getting the students to Richards!
- Shadowing
- Senior-6th Grade mentors

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees.



TEACHER

Sheet #

1



CAREER
SERVICE

Date:

03-11-11

Employee Number	First Arrival		First Depart		Second Arrival		Final Departure		Employee Number	Position Type	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	7:26	CA					3:05	CA	1		ARAGON, C
2	7:28	CB					2:05	CB	2		BONNER, C
3	7:40	BBB					3:12	BBB	3		BRENNAN, N
4	7:10	W					7:55 PM	W	4		CZERWINSKI, M
5	6:40						3:57		5		DOOLIN, K
6	7:30	Ⓞ					3:0	Ⓞ	6		FLEMING, P
7									7		FREEMAN-BARRE
8	7:30	of					3:05	of	8		FRIEDMAN, D
9	7:16	MG					2:40	MG	9		GILREATH-GOLUB
10	7:27	988					2:00	988	10		GOMEZ, S
11	7:40	LRHK					2:57	LRHK	11		HANNON-KELLY
12	1:23	Ⓞ					3:45	Ⓞ	12		HANSEN, K
13	7:45	SU					5:10	SU	13		HARRIS, S
14	7:08	mm					3:00	mm	14		HEALY, M
15									15		JABULANI, H
16	7:10	at					3:06	at	16		JACKSON, A
17	7:45	Ⓞ					2:55	Ⓞ	17		JAMISON, K
18	6:58	B2C					5:42	B2C	18		JENKINS-CARLVI
19	6:57	B 3					3:05	G 5	19		JUNEJA, G
20	7:40	AN					2:40	AN	20		KERN, J
21	7:54	B2C					2:52	B2C	21		KUTZ, E
22	7:53	Ⓞ					2:35	Ⓞ	22		LEE, M
23	7:26	Ⓞ					3:07	Ⓞ	23		LOPEZ, J
24									24		
25									25		
26									26		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings herefrom have been correctly made by me on the Attendance Report.

Approved as being correct to the best of my knowledge and belief

SIGNATURE

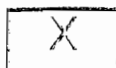
ATTENDANCE CLERK

SIGNATURE

OFFICIAL IN CHARGE

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees.



TEACHER

Sheet #

2



CAREER
SERVICE

Date:

03-11-11

n e	First Arrival		First Departure		Second Arrival		Final Departure		n e	Type And Hours	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	7:23	CW					4:25	CW	1		MUNDY WOODS
2	7:41	RR					3:07	RR	2		RAY, R
3	7:50	MR					3:05	MR	3		ROBINSON, M
4	7:47	AYO	11:35	AYO			3:30	AYO	4		SCHNEIDER, S
5	7:30	MS					4:23	MS	5		SOLTIS, M
6									6		STALLINGS, R
7	8:45	DS					6:15	DS	7		SUKENIC, D
8	9:01	HT					3:05	HT	8		TARAU, M
9	6:53	T.T.					3:05	T.T.	9		TELILA, T
10	7:37	MS					3:24	MS	10		TIMKANG, M
11	7:34	KW					3:40	KW	11		WALSH, K
12							3:30	MS	12		WASHINGTON, L
13	7:50	WJ							13		WATERS, M
14	7:38	OW							14		WHITAKER, J
15									15		
16									16		
17									17		
18									18		
19									19		
20									20		
21									21		
22									22		
23									23		
24									24		
25									25		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings herefrom have been correctly made by me on the Attendance Report.

SIGNATURE

ATTENDANCE CLERK

Approved as being correct to the best of my knowledge and belief

SIGNATURE

OFFICIAL IN CHARGE

2

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employee' Time must be signed personally by all members of the Teaching Force and Career Service Employee PARAPROFESSIONALS

☐ TEACHER

Sheet #

3

☒ CAREER SERVICE

Date: 03-11-11

i n e	First Arrival		First Departure		Second Arrival		Final Departure		i n e	Excep tion Type	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	6:59	PA					3:06	PA	1		DRAYTON, A
2	7:32	PF			per M.R. Ag.		2:43	PF	2		FRANCO, P
3	8:57	M.K.					3:07	PF	3		KOSTKA, M
4	5:10	PA					3:06	M.K.	4		LIEKIS, D
5	7:58	J.M.							5		MCKINNEY, J
6	6:59	PA					4:15	PA	6		PARKER-TAYLOR
7	7:38	PA					6:48	PA	7		ROBINSON, J
8	7:35	PA					3:18	PA	8		WARREN, S
9	6:20	A.W.					3:00	A.W.	9		WILLIAMS, A
10									10		
11									11		
12									12		
13									13		
14									14		
15									15		
16									16		
17									17		
18									18		
19									19		
20									20		
21									21		
22									22		
23									23		
24									24		
25									25		
26									26		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings herefrom have been correctly made by me on the Attendance Report.

SIGNATURE

ATTENDANCE CLERK

Approved as being correct to the best of my knowledge and belief

SIGNATURE

OFFICIAL IN CHARGE

3

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees.

SECURITY

☐ TEACHER

Sheet #

4

☒ CAREER SERVICE

Date:

03-11-11

n e	First Arrival		First Departure		Second Arrival		Final Departure		n e	Excep tion	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	2:23	RC					3:00	RC.	1		CARPENTER, R
2									2		KINDRED, G
3	7:24	LR	~~13:28~~	~~LR~~	1:05	LR	3:00	SP	3		ROLON, L
4	7:18	DLW							4		WHITE, D
5									5		
6									6		
7									7		
8									8		
9									9		
10									10		
11									11		
12									12		
13									13		
14									14		
15									15		
16									16		
17									17		
18									18		
19									19		
20									20		
21									21		
22									22		
23									23		
24									24		
25									25		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings her from have been correctly made by me on the Attendance Report.

SIGNATURE

ATTENDANCE CLERK

Approved as being correct to the best of my knowledge and belief

SIGNATURE

OFFICIAL IN CHARGE

4

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees.

LUNCHROOM

☐ TEACHER

☒ CAREER SERVICE

Sheet #

5

Date:

03-11-11

n e	First Arrival		First Departure		Second Arrival		Final Departure		n e	Exception Type And	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	7:00	KB					2:30	KB	1		BARRIGHER, K
2	7:00	B B					1:30	B B	2		BYTHER, B
3	6:23	M-M					2:03	M-M	3		MARTINEZ-LOP
4									4		SONNTAG, F
5	6:00	E.T.					2:30	E.T.	5		TAYLOR, E
6									6		
7									7		
8									8		
9									9		
10									10		
11									11		
12									12		
13									13		
14									14		
15									15		
16									16		
17									17		
18									18		
19									19		
20									20		
21									21		
22									22		
23									23		
24									24		
25									25		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings her from have been correctly made by me on the Attendance Report.

SIGNATURE

ATTENDANCE CLERK

Approved as being correct to the best of my knowledge and belief

SIGNATURE

OFFICIAL IN CHARGE

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees. **ENGINEER**

☐

TEACHER

Sheet #

6

☒

SERVICE

Date:

3-11-11

n e	First Arrival		First Departure		Second Arrival		Final Departure		n e	Excep tion	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	5:47	RC					2:21	RC	1		CARTELL, R
2									2		
3									3		
4									4		
5									5		
6									6		
7									7		
8									8		
9									9		
10									10		
11									11		
12									12		
13									13		
14									14		
15									15		
16									16		
17									17		
18									18		
19									19		
20									20		
21									21		
22									22		
23									23		
24									24		
25									25		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings herefrom have been correctly made by me on the Attendance Report.

SIGNATURE

ATTENDANCE CLERK

Approved as being correct to the best of my knowledge and belief

SIGNATURE

OFFICIAL IN CHARGE

6

Board of Education, City of Chicago
Daily Record of Employees' Time

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees.

CUSTODIANS

☐ TEACHER

Sheet #

7

☒ SERVICE

Date:

3-11-11

n e	First Arrival		First Departure		Second Arrival		Final Departure		n e	Excep tion	Comments
	Time	Initials	Time	Initials	Time	Initials	Time	Initials			
1	10:51	SB					7:30	SB	1		BROWN, S
2	12:58	SS					8:30	SS	2		DIAZ, S
3	5:25	P.H					2:00	P.H	3		HENRY, P
4	12:58	N.P.					9:30	N.P	4		PANTOSA, N'
5									5		WILLIAMS, T
6									6		
7									7		
8									8		
9									9		
10									10		
11									11		
12									12		
13									13		
14									14		
15									15		
16									16		
17									17		
18									18		
19									19		
20									20		
21									21		
22									22		
23									23		
24									24		
25									25		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and postings herefrom have been correctly made by me on the Attendance Report.

Approved as being correct to the best of my knowledge and belief

SIGNATURE

ATTENDANCE CLERK

SIGNATURE

OFFICIAL IN CHARGE

7

LSC – Principal's Report – March 3, 2010

Open House for Feeder Schools – Feb. 24 was very successful! Next one is March 24.

Students who are taking ACT-Live in Mr. Telila's 8/9 period had an ACT Practice Test on Friday, Feb. 25. Mr. Lee's 3/4 period class takes Revolution Prep ACT-practice class. All CTE junior level students take KeyTrain.

Paul Rutherford of Crimestoppers has two programs to involve our students. – Details...

Rafael Yanez of 007th District Youth programs has a special idea for our socially challenged students to start March 15.

Ms. Hansen, 10th grade math teacher, is beginning an art project on the 3rd floor designed to motivate school spirit.

Ms. Sukenic, Art Teacher, has a great idea for a ceramic project in the front yard – we are working on the details!

Our CTE Grant is being submitted on Friday, March 4. If awarded, we will amp up our programs and include more community involvement with the clusters.

* Our Sig Grant is still in the writing process. It will probably be submitted in April. America's Choice is the writer.

FASFA work continues – we need to get all completed before the end of the month so our students are able to apply for college grants as they become available!

SIPAAA work to update and revise our current 2-year plan begins next week. Culture of Calm money may be at an end, so we need to cover those projects that have worked for us.

Safety is ALWAYS our number one priority – we have seen exceptional police support in the past week.

ScanTron test results indicate our 9th and 10th grade students are not taking tests seriously. We will be showing them individually their progress – or not—next week. We have ideas for motivation!

Mid-point of 3rd Quarter is Friday, March 4. Progress Reports will be sent out on Wednesday, March 9. If parents do not see the reports, they need to contact school.

March 7 – No School – Pulaski Day!

Spring Vacation – April 18-22

We continue to work toward PSAT Test – April 27 and April 28 – This is a state requirement for graduation!!!

March 14-18 – Senior Week Prom – May 27 Senior Breakfast – June 9 Graduation – June 10

DATA for Week of Feb. 21-25—We are #1 in Area 23 for Attendance (92.73%), Medical Compliance is 86.8% (district goal is 85%), FASFA is at 47.10% (We dropped from #1 to #7 out of 13 schools)



ELLEN H. RICHARDS CAREER ACADEMY
Local School Council
Member Sign-In
Thursday, March 3, 2011, 4:30 p.m.

Principal

Mary Dolan Mary Dolan

Teacher Members

Kit Doolin

Kit Doolin

Marilyn Gilreath-Golub

Marilyn Gilreath-Golub

Staff Member

Denise Liekis

Denise Liekis

Parent Members

Jeanette Williams

Jeanette Williams

Juanita Hernandez

Juanita Hernandez

Ada Britton

Douglas Gales

Karyn Miller

Karyn Miller

Vacancy

Community Members

Oscar Contreras

Oscar Contreras

Norma Williams

Norma Williams

Student Member

Stephanie Williams

Visitors:

RICHARDS CAREER ACADEMY

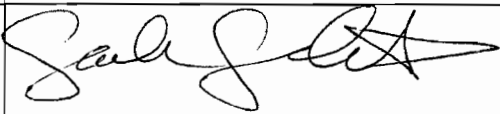
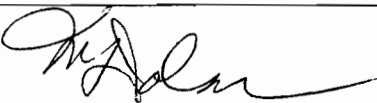
Ms. Mary E. Dolan, Principal

Mr. Fred Aguirre, Asst. Principal

RCA ILT MEETING

Sign In Sheet

Date Feb 24, 2011

Name	Department	Signature
Doolin	Science	
Healy	Social Science	
Jenkins-Carlvin	Special Ed	
Schneider	Math	
Whitaker	English	
Walsh	ETC	
Dolan	Administration	
Aguirre	Administration	

LSC Meeting – Principal's Report February 17, 2011

Congratulations to Ms. Denise Liekis, new non-teacher staff member of LSC

Friday, Feb. 18 – Students will vote for next year's LSC Rep

March meeting – Rep from LSC will come to speak about Title I

Juniors took ACT Practice Test Jan. 12 & 13

Off-Duty Police all on board

Alarm & Cameras ordered

Culinary Dinner – Jan. 24 – Over 125 people attended

Ms. Barrera's freshmen class and Ms. Washington (library) will present their "Wiki" project at the state ISBE Conference

Review of Tardy policy made

Valentine's Dance was Feb. 11 – nearly 100 attended

Credit Recovery Classes for freshmen Environmental Science & World Studies started

Black History month being celebrated with project among Social Studies and English classes

Chinese New Year celebrated with Ms. Timkang's students' activities

Culture of Calm will add a SWAS (School within a School) class later this quarter

CTE is completing a grant in hopes of increasing the rigor of all the clusters

✱ SIPg (Race to the Top) America's Choice grant in process – If won it would mean \$3.5 million for Richards

Winter Sports finished – Boys & Girls state basketball tournaments next

SIPAAA Year 2 development begins soon – final due March 21 (tentative)

Blizzard knocked out our electrical power for the two days we were out for snow

Fire Alarm – hopefully finally fixed – Alarm went off the coldest day of the year!

ILT Team presented the Richards Data Project at Robeson Feb. 8 – Use of technology was amazing!

Student Teachers at Richards this semester in English, Social Studies, Art, and Entrepreneurship-Accounting

Richards Career Academy
Local School Council
Rescheduled Regular Meeting
February 17, 2011

Meeting Minutes

Call to order—

The meeting was called to order at 4:32 by Juanita Hernandez, Chairwoman.

Roll Call

Quorum was reached.

Representatives		Present	Absent
Principal	Mary Dolan	X	
Teachers	Marilyn Gilreath-Golub	X	
	Kit Doolin	X	
Parents	Jeanette Williams		X
	Juanita Hernandez	X	
	Ada Britton	X	X
	Karyn Miller	X	
	Vacant		
	Douglas Gales	X	
Community	Oscar Contreras	X	
	Norma Williams		
Student	Stephanie Williams	X	X

Approval of Agenda –

The agenda of the meeting was approved

Representatives		Yes	No
Principal	Mary Dolan	X	
Teachers	Marilyn Gilreath-Golbub	X	
	Kit Doolin	X	
Parents	Jeanette Williams		
	Juanita Hernandez	X	
	Ada Britton	X	
	Karyn Miller	X	
	Vacant		
	Douglas Gales	X	
Community	Oscar Contreras	X	
	Norma Williams	X	
Student	Stephanie Williams	X	

STATUS: Motion of approval carried

Approval of Meeting Minutes of Jan 6, 2011

Representatives		Yes	No
Principal	Mary Dolan	X	

Teachers	Marilyn Gilreath-Golbub	X	
	Kit Doolin	X	
Parents	Jeanette Williams		absent
	Juanita Hernandez	X	
	Ada Britton	X	
	Karyn Miller	X	
	Vacant	X	
	Douglas Gales	X	
Community	Oscar Contreras	X	
	Norma Williams	X	
Student	Stephanie Williams		absent
Staff	Dneise Liekas		absent

Motion to approve minutes carried

Old Business:

Proposed free-standing outside signage for school

Discussion preceeded roll call vote; motion to approve new sign was made and seconded; Vote as follows;

Representatives		Yes	No
Principal	Mary Dolan	X	
Teachers	Marilyn Gilreath-Golbub	X	
	Kit Doolin	X	
Parents	Jeanette Williams		absent
	Juanita Hernandez	X	
	Ada Britton	X	
	Karyn Miller	X	
	Vacant		
	Douglas Gales	X	
Community	Oscar Contreras	X	
	Norma Williams		
Student	Stephanie Williams		absent
Staff	Denise Liekas		absent

Motion carried

➤

New Business

- New Budget Rollover Fund Proposals

Other roll over expenditures were proposed and discussed; motions were made and seconded and roll call votes were unanimous for approval of all proposed e (computer file lost so detail not available on exact nature of expenditures)

- V. Report of Chairperson-Juanita Hernandez made
- VI. Principal's Report-Mary Dolan made
- VII. Report of Student Representative-Stephanie Williams was absent
- VIII. Announcements made

IX. Acknowledgement of Guests - none

X. Adjournment at 5:43 pm. Next meeting is on March 3, 2011

Richards Career Academy
Student Discipline Planning Meeting Sign In
February 11, 2011

Print Name	Divison	Signature
Stephanie Williams	103	Stephanie Williams
Gladys Macias	102	Gladys Macias
Gabriela Castro	102	Gabriela Castro
Mandel Magana	202	Mandel Magana
Miguel Ochoa	305	Miguel Ochoa
Damariz Delgado	302	Damariz Delgado
Gregory Kent	205	G. Kent
Eric Cabrales	401	Eric Cabrales
Jamili Lyons	101	Jamili Lyons
Joel Batalla	405	Joel Batalla
* Jeff Whitaker	TEACHER	Jeff Whitaker
Mr. Dolan	Principal	Mr. Dolan

**Richards Career Academy Highlights – January 2011 Presented to LSC on January 6, 2011 by
Principal Dolan**

- Richards Alumni Scholarship 2010 Winner: Ramon Hernandez – Presentation Ceremony TBA
- Data points – See latest Performance Measures on PowerPoint
- NCLB and Finance Audits completed at Richards by district in Nov&Dec. – all satisfactory
- Culinary Students take Sanitation Test Jan. 6-7; OSHA test to be administered later in January
- ScanTron testing – English & Math—Jan. 3-14 and makeups as needed
- PSAT Practice Test for juniors – Next Wednesday and Thursday – January 12&13
- PSAT Tutoring Programs begin after test results
 - a. Revolution Prep (Mr. Lee)
 - b. ACT Live (Mr. Telila)
 - c. Elevate Learning (Ms. Schneider)
 - d. KeyTrain (Ms. Harris, Ms. Walsh, Mr. Jamison)
- Hold Hands Chicago – Mentoring – ongoing (Mr. McKinney)
- Learning Through Sports – AVID (Ms. Waters and Ms. Gomez)
- Discovery Education – Science & Social Studies (9th Grade – Teacher Training Jan. 28)
- New Hires: 3 Off-Duty Police and 1 Special Education teacher
- Marketing Richards – High Priority
 - a. Holiday Basketball Tournament – Dec. 20&21
 - b. Invitations to feeder principals to Healthy Choices
 - c. 7/8th Shadow Days – planning process
- Safety & Security
 - a. Bids out for DVR and cameras – Feb. goal for purchase/installation
 - b. Door Alarms – Purchase & installation later in school year
- Outdoor Sign bids ready for LSC & CAO approval
- Title I Organization Meeting – December 16 – Follow-up Meeting Jan. 31 at 6:00 and Feb. 4 at 4:30 (This is also Sr. Parent Meeting)
- LSC will add one non-teaching staff member to all LSCs across the district
- Student LSC member will be selected in February
- Sed de Saber – Ms. Timkang, coordinator
- Jan. 13 & 14 – America's Choice/ACT Grant coordinators interviewing students, staff, parents for Grant Opportunity next year (Mr. Whitaker, coordinator)
- "Prepped for College" grant with U. of Chicago and Area 23 High Schools – application for next year
- Cooking Up Change Celebration Lunch – Monday Jan. 24, 1:00-2:30
- Finals: January 21, January 25,26, and make-ups Jan. 27
- Dance – Friday, January 21
- No School for Students – January 28



ELLEN H. RICHARDS CAREER ACADEMY
Local School Council Meeting Minutes
Regular Meeting
Date: January 6, 2011

Call to order—

The meeting was called to order at 4:32 by Juanita Hernandez, Chairwoman.

Roll Call

Quorum was reached.

Representatives		Present	Absent
Principal	Mary Dolan	X	
Teachers	Marilyn Gilreath-Golub	X	
	Kit Doolin	X	
Parents	Jeanette Williams	X	
	Juanita Hernandez	X	
	Ada Britton		X
	Karyn	X	
	Vacant		
	Douglas Gales		X
Community	Oscar Contreras	X	
	Norma Williams		X
Student	Stephanie Williams	X	

Visitors: Karyn Miller, parent

Approval of Agenda –

The agenda of the meeting was approved

Representatives		Yes	No
Principal	Mary Dolan	X	
Teachers	Marilyn Gilreath-Golbub	X	
	Kit Doolin	X	
Parents	Jeanette Williams	X	
	Juanita Hernandez	X	
	Ada Britton		
	Vacant	X	
	Vacant		
	Douglas Gales	X	
Community	Oscar Contreras	X	
	Norma Williams		
Student	Stephanie Williams	X	

STATUS: Motion of approval carried

Approval of Meeting Minutes of December 2, 2011

Representatives		Yes	No
Principal	Mary Dolan	X	
Teachers	Marilyn Gilreath-Golbub	X	

Minutes respectfully submitted by Kit Doolin, Secretary.

	Kit Doolin	X	
Parents	Jeanette Williams	X	
	Juanita Hernandez	X	
	Ada Britton		
	Vacant		
	Vacant	X	
	Douglas Gales	X	
Community	Oscar Contreras	X	
	Norma Williams		
Student	Stephanie Williams	X	

Motion to approve minutes Carried

Old Business:

➤ SIPAAA-& budget needs to be reapproved per audit again because cover page was lost
Doolin moved, Gales seconded budget to be reapproved

Representatives		Yes	No
Principal	Mary Dolan	X	
Teachers	Marilyn Gilreath-Golbub		abstained
	Kit Doolin	X	
Parents	Jeanette Williams	X	
	Juanita Hernandez	X	
	Ada Britton		
	Vacant		
	Vacant	X	
	Douglas Gales	X	
Community	Oscar Contreras	X	
	Norma Williams		
Student	Stephanie Williams	X	

Motion carried

- Other budget business
 - Security dvr and 4 cameras proposed need to move money from one bucket to another. Cost \$4200.
 - Funds to install a School Sign proposed by several vendors; low bid is \$16,000. Money is from Rollover budget (\$80,000); Table' til next meeting
 - Carpet should be replaced in library

Motion to approve the security system dvr made & seconded Roll call vote as follows

Representatives		Yes	No
Principal	Mary Dolan	X	
Teachers	Marilyn Gilreath-Golbub	X	
	Kit Doolin	X	
Parents	Jeanette Williams	X	
	Juanita Hernandez	X	
	Ada Britton		
	Karyn Miller	X	
	Vacant		
	Douglas Gales	X	
Community	Oscar Contreras	X	
	Norma Williams		
Student	Stephanie Williams	X	

Motion carried to buy DVR security system

Minutes respectfully submitted by Kit Doolin, Secretary.

Reports

> Report of the Chairperson

Thank Ms. Dolan for granting of requests

Put an ad in The Gate newspaper re: parent vacancy on LSC

Change April meeting due to report card pick up

Mr. Erick Hermosillo is on ballot for aldermanic election

> Report of the Principal – Update of activities and issues was given by Mary Dolan (see attached)

Mr. Acquirre – discussed marketing Richards to the community with the holiday Basketball tournament-two hundred fifty participates-increased interest by various groups in attending Richards

Surveys submitted to 6-8th grade feeder students

Surveys submitted to various business to

January 24th principals from area invited to eat award winning meal created by the culinary arts program

Shadow day for potential incoming freshman-they will shadow senior students for a day

January 31 at 6:00 Title I Meeting

February 4th at 4:30 Title I Meeting

> Report of the Student Representative – Ms. Stephanie Williams

None given

Announcements

District wide LSC advisory board election from Dec. 6, 2010 to February 2, 2011

Acknowledgment of Guests

Ramon Hernandez

Adjourn LSC Meeting:

- > The meeting was adjourned at 5:45 by Chairwoman, Juanita Hernandez. The next LSC Meeting will be on Thursday, February 3, 2011 at 4:30 pm in RCA Library.**

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <i>Chicago Public Schools #299</i>	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <i>Richards Career Academy</i>
DATE OF MEETING <i>1/13/11</i>	LOCATION OF MEETING <i>Media Center 102 (RCA)</i>	
PURPOSE OF MEETING <i>Introduce Community Partners for possible SIG Grant.</i>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Felma Dean	Youth Mentor	Chicago Commons	<i>[Signature]</i>	1/13/11
Cassandra Cortez	RISK Coordinator	Chicago Commons	<i>[Signature]</i>	1-13-11
Mary Dolan	Principal	Richards Career Academy	<i>Mary Dolan</i>	1/13/11
Jim Venchus	CAPS	CAPS	<i>James F. Venchus</i>	1/13/11
Obrian Jenkins	Life Source Rep	Life Resource	<i>[Signature]</i>	1/13/11
Jamita Hernandez	LSC President	Richards Career Academy	<i>Quante Hernandez</i>	1/13/11
David Kelley	Community Leader	Precious Blood	<i>Gael H. Kelley</i>	1/13/11
Donna Licette	Community Leader	Precious Blood	<i>Donna Licette</i>	1/13/11
Angie Ortega	School Alumni	LABS	<i>Angie Ortega</i>	1/13/11
Fred Aguirre	Assistant Principal	Richards Career Academy	<i>Fred Aguirre</i>	1/13/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <i>Chicago Public Schools #299</i>	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME <i>Richards Career Academy</i>
DATE OF MEETING <i>1-13-11</i>	LOCATION OF MEETING <i>Richards Media Center</i>	

PURPOSE OF MEETING

Discuss needs and suggestions for improvement

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Eddie Walls</i>	<i>Student</i>	<i>Richards</i>	<i>Eddie Walls</i>	<i>1/13/11</i>
<i>Carmine Franklin</i>	<i>Student</i>	<i>Richards</i>	<i>Carmine Franklin</i>	<i>1/13/11</i>
<i>Shafia Abarine</i>	<i>Student</i>	<i>Richards</i>	<i>Shafia Abarine</i>	<i>1/13/11</i>
<i>Lidia Sanchez</i>	<i>Student</i>	<i>RICHARDS</i>	<i>Lidia Sanchez</i>	<i>1-14-11</i>
<i>Corin Brown</i>	<i>Student</i>	<i>Richards</i>	<i>Corin Brown</i>	<i>1-13-11</i>
<i>Alfonso Crowder</i>	<i>Student</i>	<i>Richards</i>	<i>Alfonso Crowder</i>	<i>1-13-11</i>
<i>Danisha Davis</i>	<i>Student</i>	<i>Richards</i>	<i>Danisha Davis</i>	<i>1-13-11</i>
<i>Shanice Alexander</i>	<i>Student</i>	<i>Richards</i>	<i>Shanice Alexander</i>	<i>1-13-11</i>
<i>MARYANNE CZELEWINSKI</i>	<i>Student</i>	<i>Richards</i>	<i>Maryanne Czelewinski</i>	<i>1-13-11</i>

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Richards Career Academy High School
DATE OF MEETING	LOCATION OF MEETING Richards Career Academy High School	

PURPOSE OF MEETING

Gather information about strengths and needs from individuals and organizations in the Richards community.

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Fred Aguirre	Principal	Richards Career Academy	[Signature]	1/13/11
Mary Nolan	Principal	Richards Career Academy	[Signature]	1/13/11
Jeff Whitaker	English Teacher	Richards Career Academy	[Signature]	1/13/11
Kenneth Janison	Business Teacher	Richards Career Academy	[Signature]	1/13/11
Katherine Walsh	Culinary arts	Richards Career Academy	[Signature]	1/13/11
Shelley Harris	LP/SA	Richards Career Academy	[Signature]	1/13/11

15-016-299-025 | Chicago Public Schools

Appendix D: Stakeholder Consultation Confirmation

Tilden Community Academy

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
Chicago Public Schools 299	Cook County 15-016-299-025	Tilden Career Academy
DATE OF MEETING	LOCATION OF MEETING	
4/12/11, 4/13/11, 4/14/11, 4/15/2011, 4/18/11	Tilden High School	
PURPOSE OF MEETING		
Grant Planning Meeting		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Deborah	Director of ICA	ICA	[Signature]	4/12/2011
Terrence Scott	ICA	"	[Signature]	4/12/2011
Craig Chico	President/CEO	BYNC	[Signature]	4/12/11
El Garin	Director of Finance	BYNC	[Signature]	4/12/2011
Dr. Joellen Thomas	Director	Casa Catalana H.C. 1544 Main St. West Chicago, IL 60607	[Signature]	4/13/2011
James F. Venekus	Youth Serv. Coord.	Chgo. Police Dept of Justice	[Signature]	4/13/2011
Chae Contreras		S.C.A. Muhlenberg Ave. West	[Signature]	4/13/2011
Stacy Thomas Telen	Community Schools Coordinator	S.C.A. Youth & Family	[Signature]	4/14/2011
Helen Antonopoulos	Community Manager Salvador-based Services	Sent Youth & Family Services	[Signature]	4/14/2011
Chicki Puetzen	S.G.A. Teen Leadership Coordinator	S.G.A.	[Signature]	4/18/11

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, IL 62777-0001

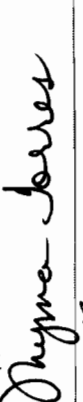
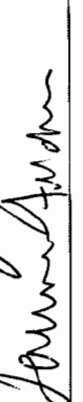
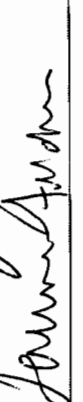
Page 2 of 3

FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Chicago Public Schools 299</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>Cook County 15-016-299-025</u>	SCHOOL NAME <u>Tilden Career Academy</u>
DATE OF MEETING <u>4/12/11, 4/13/11, 4/14/11, 4/15/11, 4/18/11</u>	LOCATION OF MEETING <u>Tilden High School</u>	
PURPOSE OF MEETING <u>Grant Planning Meeting</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
EMILIO L. CARATSKILLO	Neighborhood Director	NEIGHBORHOOD HOUSING SERVICES OF CHICAGO		04/14/2011
Jordan Glaude	Outreach Coordinator	Neighborhood Housing Services of Chicago		04/14/2011
TRINAVEN ALMO	REGIONAL DIRECTOR	AFTER SCHOOL MATTERS		4/15/11
MYRNA TORRES	PROGRAM QUALITY OFFICER	AFTER SCHOOL MATTERS		4/15/11
Garrick Charles	Program Specialist	AFTER SCHOOL MATTERS		4/15/2011
RAFAEL YANEZ	PRESIDENT	UNION IMPACT CENTER		4/15/11
Rev. JOHN E. TILFORD	PASTOR	St. Michael the Archangel Parish		4/18/11
Danver Piedra Nita	Counselor	SGA Youth + Family Services		4/18/11
Jesire A. NICK SHD Lauren Friedman Lauren Friedman	SLIC President COUNCILOR	SGA Youth + Family Services SGA Youth + Family Services	  	4/18/11 4/18/11 4/18/11

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
Chicago Public Schools 299	Cook County	Tilden Career Academy
DATE OF MEETING	LOCATION OF MEETING	
4/18/11	Tilden High School	
PURPOSE OF MEETING		

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
WILLIAM V. STANLEY	JUDGE	COOK COUNTY	William V. Stanley	4/18/11
WILLIAM CASE	Deputy Chief	COOK COUNTY	William Case	4/18/11
DANIEL KEELEY	Director of IBMK	Precious Blood Ctr	Daniel Keeley	4/18/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Tilden High School

DATE OF MEETING 4-14-11	LOCATION OF MEETING Tilden High School

PURPOSE OF MEETING

Student Leadership Counsel

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Taylor Robinson	PLC Student	PLC	Taylor Robinson	4-14-11
Kathy Wallis	student	PLC	Kathy Wallis	4-14-11
Saul Ramos	student	PLC	Saul Ramos	4-14-11
Meenetha Tynd	Student	PLC	Meenetha Tynd	4-14-11
Debra Zuby	Student	PLC	Debra Zuby	4-14-11
Sheldine Burr	Student	PLC	Sheldine Burr	4-14-11
TING Mei	Student	PLC	TING Mei	4-14-11
Deonica Williams	Student	PLC	Deonica Williams	4-14-11
Shanee Mae	Student	PLC	Shanee Mae	4-14-11
Debra Zuby	Student	PLC	Debra Zuby	4-14-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Tilden High School

DATE OF MEETING 4-14-11	LOCATION OF MEETING Tilden High School

PURPOSE OF MEETING

Student Leadership Counsel

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Bianca Ross	~~Student~~	PLC	Bianca Ross	4-14-11
James Sykes	Students	PLC	James Sykes	4-14-11
Dawnna Schreier	Students	PLC	Dawnna Schreier	4-14-11
ANDREA BOYKIN	Students	PLC	Andrea Boykin	4-14-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Tilden High School
DATE OF MEETING 3/22/11	LOCATION OF MEETING Tilden High School	

PURPOSE OF MEETING

School Improvement Planning Meeting

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Marcelle Marasas	Social Science Teacher	AA Teachers	Marcelle Marasas	3-22-11
KEITH MARASAS	ENGLISH TEACHER	CA/AA SCIENCE dept	Keith Marasas	3-22-11
Elizabeth Kelley	science chair	Tilden CCA	Elizabeth Kelley	3-22-11
Carla Hill	PPLC Teacher	Tilden CCA	Carla Hill	3-22-11
Wendy Baxter	PPLC	Tilden CCA	Wendy Baxter	3-22-11
Dona M Perry	PPLC	TILDEN CA	Dona M Perry	3-22-11
NATHALIE WAGNER	ENGLISH Teacher	TILDEN CCA	Nathalie Wagner	3-22-11
Erin Totzke	ILT member	Tilden AA	Erin Totzke	3-22-11
Kevin Papp	Math teacher	Tilden CCA	Kevin Papp	3-22-11
Rick Landaverde	History teacher	Tilden C.C.A.	Rick Landaverde	3-22-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Tilden High School
DATE OF MEETING 3/22/11	LOCATION OF MEETING Tilden High School	

PURPOSE OF MEETING

School Improvement Planning Meeting

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Carmen Kraft	Case mgr	ILT	Carmen Kraft	3-22-11
Albert Lawson	Dean	10 th grade team	Albert Lawson	3-22-11
Ralph Vallet	Youth Dnt Spec	ILT	Ralph Vallet	3-22-11
Samie Croson	Department Chair	ILT	Samie Croson	3-22-11
Christine Henderson	SP	ILT/Admin	Christine Henderson	3-22-11
M. Sorenson	Principal	Admin.	M. Sorenson	3-22-11
David Hester	AP	Admin	David Hester	3-22-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Tilden High School
DATE OF MEETING 3-15-2011	LOCATION OF MEETING Tilden High School	

PURPOSE OF MEETING

Grant Planning Meeting

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Marsuelle Villalobos	Social Science Teacher	AA Teachers	<i>M. Villalobos</i>	3-15-11
<i>KEITH VILLALOBOS</i>	<i>EXCELLENCE TEACHER</i>	<i>CA AA SCIENCE dept</i>	<i>A. Villalobos</i>	3-15-11
Elizabeth Kelley	science chair	CA AA SCIENCE dept	<i>E. Kelley</i>	3-15-11
Carla Hill	PPLC / Teacher	Tilden CCA	<i>Carla Hill</i>	3-15-11
Wendy Baxter	PPLC	Tilden CCA: AA	<i>Wendy Baxter</i>	3-15-11
<i>Dana Pappas</i>	<i>PPLC</i>	<i>Tilden CCA</i>	<i>D. Pappas</i>	3-15-11
NATALIE VERNER	ENGLISH TEACHER TILDEN CCA ↔		<i>N. Verner</i>	3-15-11
Ken. Papp	Math Teacher	Tilden CCA	<i>K. Papp</i>	3-15-11
Rick Landaverde	History teacher	Tilden CCA	<i>R. Landaverde</i>	3-15-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Tilden High School
DATE OF MEETING 3-15-2011	LOCATION OF MEETING Tilden High School	

PURPOSE OF MEETING
Grant Planning Meeting

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Carmen Knott	Asse Mgr	ILT	Carmen Knott	3-15-11
Albert Lawson	Dean	10th grade team	Albert Lawson	3-15-11
Ralph Valler	Youth Inv Spec	ILT	Ralph Valler	3-15-11
Samie Croson	Department Chair	ILT	Samie Croson	3-15-11
Christine Henderson	Assistant Principal	ILT / Admin	Christine Henderson	3-15-11
Marcey Sorenson	Principal	Admin	M. Sorenson	3-15-11
David Hester	A.P.	Adm.	David Hester	3-15-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Tilden High School
DATE OF MEETING <u>3-8-2011</u>	LOCATION OF MEETING <u>Tilden High School</u>	
PURPOSE OF MEETING <u>Grant Planning Meeting</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Maricelle Marasas	Social Studies Teacher	PPLE	<i>Maricelle Marasas</i>	3/8/11
Michelle Porter	Social Studies Teacher	ILT	<i>Michelle Porter</i>	3/8/11
Natasha Wayne	English Teacher	English	<i>Natasha Wayne</i>	3/8/11
~~Wendy Baxter~~	~~English Teacher~~	~~English~~	~~<i>Wendy Baxter</i>~~	3/8/11
Wendy Baxter	English teacher	ILP / PPLE	<i>Wendy Baxter</i>	3/8/11
Erika Totzke	English teacher	ILT	<i>Erika Totzke</i>	3/8/11
~~David M. Perez~~	~~PPLE special teacher~~	PPLE	~~<i>David M. Perez</i>~~	3/8/11
Kari Pryn	Math Teacher	~~PPLE~~ ILT	<i>Kari Pryn</i>	3/8/11
Carla Hill	PPLE/Teacher	PPLE	<i>Carla Hill</i>	3/8/11
				3/8/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each **planning/preparation meeting with participants**. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Tilden High School
DATE OF MEETING <u>3-8-2011</u>	LOCATION OF MEETING <u>Tilden High School</u>	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Canner Knott	Case MGR	ILT	Canner Knott	3/8/11
Ralph Vallot	Youth Inv. Spec	ILT	Ralph Vallot	3/8/11
Albert Lawson	Dean	10 th grade team	Albert Lawson	3/8/11
Janie Croson	~~ILT~~ Dept. Admin	ILT	Janie Croson	3/8/11
Christina Hernandez	AP	ILT/admin	Christina Hernandez	3/8/11
M. Sorensen	Principal	Admin.	M. Sorensen	3/8/11
David Hester	AP	Admin	David Hester	3/8/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Tilden High School
DATE OF MEETING <u>2-15-11</u>		
PURPOSE OF MEETING <u>School Improvement Planning Meeting</u>		
LOCATION OF MEETING <u>Tilden High School</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Michelle Porter	Social Studies Teacher	ILT	Michelle Porter	2-15-11
Marcelle Marasas	Social Studies Teacher	PPIC	Marcelle Maras	2-15-11
Rick Landavende	History teacher	ILT	Rick Land	2-15-11
NORMAN WAGNER	English Teacher	Teacher	Norman Wagner	2-15-11
Wendy Baxter	English teacher	ILT	Wendy Baxter	2-15-11
Erika Totzke	English teacher	ILT	Erika Totzke	2-15-11
Karen Payne	PPIC Teacher	PPIC	Karen Payne	2-15-11
Carla Hilf	PPIC Teacher	PPIC	Carla Hilf	2-15-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Tilden High School		
DATE OF MEETING 2-15-11				
PURPOSE OF MEETING School Improvement Planning Meeting				
LOCATION OF MEETING Tilden High School				
PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Carmen Knott	Case Mgr	ILT	Carmen Knott	2-15-11
Ralph Vallot	Youth Inv. Spec	ILT	Ralph Vallot	2-15-11
Albert Lawson	Dean	10th grade team	Albert Lawson	2-15-11
Jamie Croson	Department Chair	ILT	Jamie Croson	2-15-11
Christine Hernandez	VP	ILT / Admin	Christine Hernandez	2-15-11
Maureen Sorensen	Principal	Admin	M. Sorensen	2-15-11
David Heston	AP	Adm	David Heston	2-15-11

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

[illegible]

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING		LOCATION OF MEETING

PURPOSE OF MEETING: *Student Leadership Council*

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
ANDREA BOYLES			<i>Andrea Boyles</i>	1/21/11
Taylor Robertson			<i>Taylor Robertson</i>	1/21/11
Renay Davis			<i>Renay Davis</i>	1/21/2011
Saul Ramos			<i>Saul Ramos</i>	1/21/2011
Diana Ross			<i>Diana Ross</i>	1/21/2011
DeVonna Johnson			<i>DeVonna Johnson</i>	1/21/11
Shawn Shaw			<i>Shawn Shaw</i>	1/21/11
Brandon Matthews			<i>Brandon Matthews</i>	1/21/11
Henry Walton			<i>Henry Walton</i>	1-21-11
Jerry Hard			<i>Jerry Hard</i>	1-21-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Deborah Williams</i>			<i>Deborah Williams</i>	<i>1/21/11</i>
<i>Sandra Ford</i>			<i>Sandra Ford</i>	<i>1-21-11</i>
<i>Sherrill Ford</i>			<i>Sherrill Ford</i>	<i>1-21-11</i>
<i>Shirley Ford</i>			<i>Shirley Ford</i>	<i>1-21-11</i>

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
		Tilden High School
DATE OF MEETING	LOCATION OF MEETING	

PURPOSE OF MEETING

America's Choice and ILT meeting about Needs

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Ralph Vallot	Youth Int Spec		Ralph Vallot	1-18-11
Carmen Krotz-Wilson	Case Manager		Carmen Krotz-Wilson	1-18-11
Wendell Lopez	English Chair		Wendell Lopez	01.18.2011
Erika Totter	Soph. Team Leader		Erika Totter	1-18-2011
Pat Kelley	Science Chair		Pat Kelley	1-18-2011
Crosen Samie	Social Science Chair		Crosen Samie	1-18-2011
Kevin Porter	Math Teacher		Kevin Porter	1-18-2011
Michelle Porter	Senior Team Leader		Michelle Porter	1-18-2011
Landaverde	Social Science		Landaverde	1-18-2011
Albert Lawson	Dean		Albert Lawson	1-18-2011

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <i>Chicago Public Schools #299</i>	REGION, COUNTY, DISTRICT, TYPE CODE <i>15-016-299-025</i>	SCHOOL NAME <i>Tilden High School</i>
DATE OF MEETING <i>January 7, 2011</i>	LOCATION OF MEETING <i>Tilden High School</i>	
PURPOSE OF MEETING <i>Feedback from LSC about Needs</i>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Terrance Saunders	LSC/Chairperson		<i>Terrance Saunders</i>	<i>01/07/11</i>
Carmen Koff-Wilson	LSC/Teacher Rep	<i>LSC</i>	<i>Carmen Koff-Wilson</i>	<i>1/7/11</i>
Ronald Jackson	LSC	<i>LSC</i>	<i>Ronald Jackson</i>	<i>1-7-11</i>
David Hester	A.P.	<i>chester cps.edu</i>	<i>David Hester</i>	<i>1-7-11</i>
Christina Hernandez	A.P.	<i>Carmenendez@cps.k12.il.us</i>	<i>Christina Hernandez</i>	<i>1-7-11</i>
Michael Czerniawski	Project Lead	<i>America's Choice</i>	<i>Michael Czerniawski</i>	<i>1-7-11</i>

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
Chicago Public Schools #299	15-016-299-025	Tilden High School
DATE OF MEETING	LOCATION OF MEETING	
January 7, 2011	Tilden High School	

PURPOSE OF MEETING
Feedback from community and external partners

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Michael Czerniawski	Project Lead	America's Choice	M. Czerniawski	1-7-11
Stacy Kowalski & STANCIAR	Community Schools Coordinator	SCA York & Family	[Signature]	1-7-11
FATHER JOHN TILFORD	Pastor St. Michael Catholic Parish	St. Michael the Archangel	[Signature]	1-7-11
Edwin Garcia	Dir. of Finance	Back of the Yards Neighborhood Council	[Signature]	1/7/11
ELAZI'ZI	PARENT		[Signature]	1/7/11
Pam Butts	ADMINISTRATOR	New Eclipse Mt. Church FIRST TIME CHRISTIAN SWS	[Signature]	1/7/11
Jeanne WRIGHT	PARENT	Tilden High School	J. Wright	1-7-11
Pam Lewis	Culture of Life Co.	Tilden	[Signature]	1-7-11
Doris Kelly	PARENT	Precious Blood Church	[Signature]	1-7-11
Donna Liette	Restorative Justice Practitioner	" "	[Signature]	1-7-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
JERRY SHARKEY	JUDGE	Circuit Court	T. Sharkey	1-7-11
Carmen Casco	Prosecution Officer	JUV. Ct	Carmen Casco	1-7-11
Emilio Chatsquillo	Neighborhood Director	Neighborhood Housing Services	Emilio Chatsquillo	1-7-11
Rafael Martinez	Director of the President	Chicago Commission on Human Relations Union Impact Ctr.	Rafael Martinez	1-7-11
Jennifer Scott	Human Relations Director	Commission on Human Relations	Jennifer Scott	1-7-11
Pablo Medina	Director	Commission on Human Relations	Pablo Medina	1-7-11
David Hester	A.P.	Tilden	David Hester	1-7-11
Christian Hernandez	A.P.	Tilden	Christian Hernandez	1-7-11

15-016-299-025 | Chicago Public Schools

Appendix D: Stakeholder Consultation Confirmation

Wells Community Academy

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools	REGION, COUNTY, DISTRICT, TYPE CODE District 299	SCHOOL NAME Wells Community
DATE OF MEETING 4/5/11	LOCATION OF MEETING Room 313	
PURPOSE OF MEETING Academy Mtg (Logistics)		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Enrich Mendez	Principal			
Jennifer Kiermes	Intern		Jennifer Kiermes	4/5/11
MARLA AMADOR	English		MARLA AMADOR	4/5/11
John O'Connor	English		John O'Connor	4/5/11
Kathy Marino	Math		Kathy Marino	4/5/11
Christina Moreno	English		C Moreno	4/6/11
JEAN SANTOS			Jean O Santos	4/6/2011
Charles Swinick	Sped/Science		Charles Swinick	4/6/2011
MICHAEL LEVEY	P.E.		Michael Levey	4/6/11
Dale Davis	Physics		Dale Davis	4/5/2011

Susan Mullen Teacher 4/5/11 Sam Aranson Student Teacher 4/9

Andrew Cember Teacher 4/5/11
Melissa Hurmeyer 4/5/11

Tarlas Teacher 4/5/11

John Klein Teacher 4/5/11

John Doudy Teacher 4/5/11

Anthony Marcom Teacher 4/5/11

Tanyamare Wursten Teacher 4/5/11

Ashley DiFilippo 4/5/11

Peter Paulos Teacher 4/5/11

Sam Aranson Student teacher 4/1

4/5/11
4/5

Teacher

Susan Muller

Teacher

Mr J. Wood

4/5/11

Teacher

Andrew Cawber

4/5/11

Melissa Hurme

4/5/11

Teacher

T. Arlitz

4/5/11

John

4/5/11

Teacher

John Klein

4/5/11

Teacher

James D. Jondy

4/5/11

Teacher

Anthony Marcom

4/5/11

Teacher

Tanyamarie Wurster

4/5/11

Ashley D. Filippes

4/5/11

Teacher

Peter Paulos

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Chicago Public School Dist</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>District 299 - Cook</u>	SCHOOL NAME <u>Wells Community</u>
DATE OF MEETING <u>4/4/11</u>	LOCATION OF MEETING <u>Tavern</u>	

PURPOSE OF MEETING
East Village Neighborhood Association

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Jennifer Baird	Mrs.	East Village Assoc.	<i>Jennifer Baird</i>	4/4/11
Michael Dorich		EVA	<i>Michael Dorich</i>	4/4/11
Elizabeth Wells		East Village	<i>Elizabeth Wells</i>	4-4-11
Ricardo Anselmo		EVA	<i>Ricardo Anselmo</i>	4/4/11
Amy McKnight		EVA	<i>Amy McKnight</i>	4-4-11
PETER BREITLANDER		EVA	<i>Peter Breitlander</i>	4-4-11
IMAD RAHMAN	WA	EVA	<i>Imad Rahman</i>	4-4-11
Wheat Court		EVA	<i>Wheat Court</i>	4-4-11
ALISON LEVITT		EVA	<i>Alison Levitt</i>	4-4-11
Jessica Cochran		" "	<i>Jessica Cochran</i>	" "
EAR MATTHEW		EVA	<i>Ear Matthew</i>	4-4-11
Neal McKnight		EVA	<i>Neal McKnight</i>	4-4-11
BRETT SWANSON		EVA	<i>Brett Swanson</i>	4-4-11
Dana Palmer		EVA	<i>Dana Palmer</i>	4/4/11
Nicole Semple		EVA	<i>Nicole Semple</i>	4/4/11

NAME	TITLE / POSITION	PRESENTING	SIGNATURE	DATE
KOK KENG GOM		EVA		4/4/2011
ARAN BAREKA		EVA		4/4/2011
John Poplowsky		BVA		4.4.11
PETER TRAVNIER		EVA		4-4-2011
JOHN HOPKINS		EVA		4.4.11
EDWIN BAJOREK		EVA		4-4-11
BRIAN J. THOMPSON		LSC		4/4/2011
Stephen Ryndke		EVA		4/4/11
GREG NGGER	For President	EVA		4/4/11

NAME	TITLE / POSITION	REPRESENTING	SIGNATURE	DATE
ROK KENG GOM		EVA		4/4/2011
ARAN BAREK		EVA		4/4/2011
John Poplowsky		EVA		4.4.11
PETER TRAVNIER		EVA		4-4-11
JOHN HOPKINS		EVA		4.4.11
EDWIN BAJOREK		EVA		4-4-11
BRIAN J. THOMPSON		LSC		4/4/2011
Stephen Ryckebusch		EVA		4/4/2011
GREG NGGER	President	EVA		4/4/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Chicago Public School #299</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>15-016-299-025</u>	SCHOOL NAME <u>Wells Community</u>
DATE OF MEETING <u>4/12/11</u>	LOCATION OF MEETING <u>Rm 127 - Wells</u>	
PURPOSE OF MEETING <u>Climate Team</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Kathleen Davis	SPE teacher	Wells	<i>Kath. Davis</i>	4/11/11
MATT RINDER	SPEO TEACHER	Wells H.S.	<i>Matt Rinder</i>	4/12/11
Thomas E. Antosz	Sped Teacher	Wells H.S.	<i>Thomas Antosz</i>	4-12-11
Susan Nusbaum	Teacher	Wells H.S.	<i>Susan Nusbaum</i>	4-12-11
JAMES TOWNSEY	SPEO TEACHER	Wells H.S.	<i>James Townsey</i>	4/12/11
Darling Belko	CCO Coordinator	Wells H.S.	<i>DBell</i>	4/12/11
Emmanuel Smith	FOT Coordinator	Wells H.S.	<i>Emmanuel Smith</i>	4/12/11
Jennifer Kirmes	Principal Intern	Wells H.S.	<i>Jennifer Kirmes</i>	4/12/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Chicago Public Schools #289</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>15 - 016 - 299 - 025</u>	SCHOOL NAME <u>Wells Community</u>
DATE OF MEETING <u>4/9/11</u>	LOCATION OF MEETING <u>Wells</u>	<u>Rm 127</u>
PURPOSE OF MEETING <u>LSC</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Felipa Men	Lsc Chair		Felipa Men	4-8-11
Patricia Mendez-Carbo	Teacher		~~Patricia Mendez-Carbo~~	4-9-11
Cecilia Velazquez	Student Rep.		Cecilia Velazquez	4-9-11
Patricia Bahena			Patricia Bahena	4-9-11
BRIAN THOMPSON	COMMUNITY REP.		Brian Thompson	4-9-2011

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Wells Community Acad. HS ~~Hancock College Preparatory High School~~
DATE OF MEETING 4-5-11	LOCATION OF MEETING Rm 127	
PURPOSE OF MEETING 127		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Damaris Maxwell	Math teacher	Wells HS	Damaris Maxwell	4/5/11
Joan O'Brien	Math teacher/coach	Wells HS	Joan M. O'Brien	4/5/11
Kate Klein	Math teacher	Wells HS	Kate Klein	4/5/11
Tonyamarie Wurst	Sped case manager Teacher	Wells HS	Tonyamarie Wurst	4/5/2011
Lesa Marren	Sped teacher/And	Wells HS	Lesa Marren	4/5/2011
Vashita Taylor	Logistics / IT Tech	Wells	Vashita Taylor	4/5/2011
MARIA AMADOR	English	Wells HS.	MARIA AMADOR	4/5/11
ANTHONY MALCOLM	TEACHER	Wells HS.	ANTHONY MALCOLM	4/5/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Wells Community Academy?
DATE OF MEETING 4/1/11	LOCATION OF MEETING 936 N. Ashland	Wells Library
PURPOSE OF MEETING Professional Development		

PARTICIPANTS

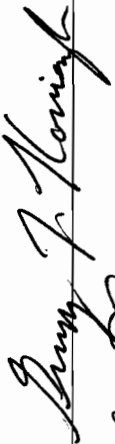
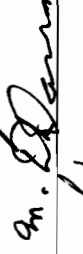
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
ANTHONY MALCOLM	TEACHER	Wells	[Signature]	4.1.11
Kathryn Klein	Teacher		[Signature]	4.1.11
Kathy Marino	Teacher		[Signature]	4-1-11
Joshua Strand	Teacher		[Signature]	4-1-11
Ashley DiFilippo	Teacher		[Signature]	4-1-11
Matt Ronder	Teacher		[Signature]	4.1.11
Patricia Annis	Teacher		[Signature]	4/1/11
Laura Margen	Teacher	Wells Community Academy HS	[Signature]	4/1/11
Charles Stewart	Teacher	"	[Signature]	4/1/11
THOMAS E. ANTOSZ	Teacher Wells HS	"	[Signature]	4/1/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Wells Community Academy
DATE OF MEETING 4.1.11	LOCATION OF MEETING 936 No. Ashland / Library	
PURPOSE OF MEETING Professional Development		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Peter Paulus	Director	Wells		4/1/11
Joanna Ceresa	Teacher	Wells		4/1/2011
Ryan Bollettino	Teacher	Wells		4/1/11
Susan Nusbaum	Teacher	Wells		4/1/11
U. Victoria Badillo	Student Teacher	Wells		4/1/11
Sam Aramson	Student Teacher	Wells		4/1/11
Gregory Konieczko	Teacher	Wells		4/1/11
Dale Dever	Teacher	Wells		4/1/11
George C. Hill	Teacher	Wells		4/1/11
Jennifer Bagundox	Teacher	Wells		4/1/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	LOCATION OF MEETING 936 No. Ashland / Library	SCHOOL NAME Wells Community Academy HS
DATE OF MEETING 4.1.11			
PURPOSE OF MEETING Professional Development			

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Renee Marzen	Special Ed English Teacher	Wells H.S.	Renee Marzen	4/1/2011
Jennifer Lagundoye	English teacher	Wells H.S.	Jennifer Lagundoye	4/1/2011
Kathleen Downes	Sp. Ed. teacher	Wells	Kathleen Downes	4/1/11
Colleen Cox	Sp. Ed. Teacher	Wells H.S.	Colleen Cox	4/1/2011
Damaris Maxwell	Math Teacher	Wells HS.	Damaris Maxwell	4/1/2011
Rita Reuteria	History Teacher	Wells H.S.	Rita Reuteria	04/01/2011

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Wells Community Academy HS
DATE OF MEETING 4.1.11	LOCATION OF MEETING 936 No. Ashland / Library	
PURPOSE OF MEETING Professional Development		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Johanna Brocker	Teacher	English / Technology	<i>[Signature]</i>	Apr 1, 11
Vashia Taylor	Teacher	Logistics / Technology	<i>[Signature]</i>	4/1/11
William Myers	Teacher	Logistics	<i>[Signature]</i>	4/1/11
LAURA FOLEY	TEACHER	SPECIAL EDUCATION	<i>[Signature]</i>	4/1/11
MICHAEL LEVEY	TEACHER	P.E.	<i>[Signature]</i>	4/1/11
Tanyamarie Wuske	Teacher / Coach	Special Ed	<i>[Signature]</i>	4-1-11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Wells Community Academy HS
DATE OF MEETING 4.1.11	LOCATION OF MEETING 936 No. Ashland / Library	
PURPOSE OF MEETING Professional Development		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
LAURA FOLEY	SPECIAL EDUCATION		Laura Foley	4/1/11
MICHAEL LEVEY	P.E.		Michael Levey	4/1/11
JEAN SONTAG	STED ED		Jean Sontag	4/1/11
RUSAN MULLEN	ART		Rusan Mullen	4/1/11
MICHAEL DWORAK	MUSIC		Michael Dworak	4/1/11
SOMRETH LOFTEN	CTE/Programmer		Somreth Loften	4/1/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Wells Community Academy HS
DATE OF MEETING 4/1/11	LOCATION OF MEETING 936 W. Ashland Wells Library	
PURPOSE OF MEETING Professional Development		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Emmanuel Smith	Freshman Coordinator		E. Smith	4/1/11
Darling Bello	COC Coordinator		DBello	4/1/11
Hathleen Downes	Sp. Ed. Teacher		Hathleen Downes	4/1/11
Colleen Coxy	Spec. Ed. Teacher	Wells H.S.	Colleen Coxy	4/1/2011
Rena Martin	Spec. Ed. Teacher		Rena Martin	4/1/2011

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public Schools #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	SCHOOL NAME Wells Community Acad
DATE OF MEETING 4/1/11	LOCATION OF MEETING	Wells Community Acad Library
PURPOSE OF MEETING Professional Development		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
James Townsend	Special Education Teacher	Wells High School	James Townsend	4/1/11
Jose A. Alexandria	Science Teacher	Wells H.S.	Jose A. Alexandria	4/01/11
Erin Kaminski	Science Teacher	Wells HS.	Erin Kaminski	4/1/2011
John O'Connell	Teacher	Wells H.S.	John O'Connell	4/1/2011
MARIA AMADOR	English Teacher	Wells H.S.	Maria Amador	4/1/2011
Kevin Gallivan	AT	Wells HS	Kevin Gallivan	4/1/11

**FY 2012 School Improvement Grant -- Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Chicago Public Schools #299</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>15-011-299-025</u>	SCHOOL NAME <u>Wells Community Academy HS</u>
DATE OF MEETING <u>4/1/11</u>	LOCATION OF MEETING <u>936 N. Ashland Ave.</u>	

PURPOSE OF MEETING

No child left behind - PAC

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Teresa Barragan	Mother		Teresa Barragan	4-13-2011
Celia Wojan	Mother		Celia Wojan	4-13-2011
Maria Rojas	Mother		Maria Rojas	4-13-11
Ernesto Lopez	FATHER		Ernesto Lopez	4-13-2011
Felipa Mena	Mother		Felipa Mena	4-13-11
Lorenzo Barajas			~~Lorenzo Barajas~~	4-13-11
Eva Castanon			Eva Castanon	4-13-11
Janita Arzora	Mother		Janita Arzora	4-13-11
Patricia Bahena	Mother		Patricia Bahena	4/13/11
ANGELICA ZAHN	mother		Angelica Zahn	4/13/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago Public School #299	REGION, COUNTY, DISTRICT, TYPE CODE 15-011-299-025	SCHOOL NAME Wells Community Academy #5
DATE OF MEETING 4.1.11	LOCATION OF MEETING 936 No. Ashland Ave.	

PURPOSE OF MEETING
No Child Left Behind - PAC

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Dioselina Guzman	Mother		Dioselina Guzman	4/13/11
Juana Soto	Mother		Juana Soto	4/13/11
Carmer Gonzalez	Community Member		Carmer Gonzalez	4/13/11
ZOFIA SZCZYPKA	Community Member		Zofia Szczypka	4/13/2011
Claribel Velazquez	Coar-up Community		Claribel Velazquez	4/13/2011

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER Chicago District 299	REGION, COUNTY, DISTRICT, TYPE CODE COOK, 299	SCHOOL NAME Wells Community
DATE OF MEETING 3/12/11	LOCATION OF MEETING Rm 127	
PURPOSE OF MEETING LSC Mts		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Emanuel Smith	Freshman Outreach Coord.		<i>Emanuel Smith</i>	3/12/11
Rita Martinez	NCS-VOFCO		<i>Rita Martinez</i>	3/12/11
Sergio Rodriguez	Student - Dean		<i>Sergio Rodriguez</i>	3/12/11
Bryan Thompson	LSC Community Mbr.		<i>Bryan Thompson</i>	3/12/11
Cecilia Velazquez	Student Rep		<i>Cecilia Velazquez</i>	3/12/11
Patricia Mendez	Teacher		<i>Patricia Mendez</i>	3/12/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING <i>Jan Feb. 18 2011</i>	LOCATION OF MEETING <i>Wells HS</i>	<i>Wells HS</i>
PURPOSE OF MEETING <i>SCOPE OF SIG</i>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Rita Mathinez</i>	—	<i>NCS/Lead Pat.</i>	<i>[Signature]</i>	<i>2/18/11</i>
<i>Camille Farrington</i>		<i>NCS/Lead Partner</i>	<i>[Signature]</i>	<i>2/18/11</i>
<i>Ernesto Martin</i>		<i>Wells Adm.</i>	<i>[Signature]</i>	<i>2/18/11</i>
<i>Jen Kirmes</i>	—	<i>Wells Adm.</i>	<i>[Signature]</i>	<i>2/18/11</i>
<i>Kevin Gallner</i>		<i>Well Adm</i>	<i>[Signature]</i>	<i>2/18/11</i>

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Chicago Public Schools</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>District 259</u>	SCHOOL NAME <u>Wells Community HS</u>
DATE OF MEETING <u>2/15/11</u>	LOCATION OF MEETING <u>Room 127- Wells</u>	
PURPOSE OF MEETING <u>Operations - Wells climate team</u>		

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Thomas E. Ambrose	SPECIAL ED TEACHER		<i>Thomas Ambrose</i>	2-15-11
Jennifer Kirmes	Principal Intern		<i>J. Kirmes</i>	2-15-11
Kathleen Downes	SPEs teacher		<i>Kathleen Downes</i>	2/15/11
James Townsend	SPEd TEACHER		<i>James Townsend</i>	2/15/11
MATT REMENDER	SPEd TEACHER		<i>Matt Remender</i>	2-15-11
Diana Cortez	Dennis clerk		<i>Diana Cortez</i>	02/15/11
Eugenio DeJesus	Security		<i>Eugenio DeJesus</i>	2-15/11

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <i>Chicago Public Schools</i>	REGION, COUNTY, DISTRICT, TYPE CODE <i>District 299</i>	SCHOOL NAME <i>Wells Community H</i>
DATE OF MEETING <i>2/10/11</i>	LOCATION OF MEETING <i>Principal's Office</i>	

PURPOSE OF MEETING
Academy Mts. (Leaders)

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>Ernesto Watkins</i>	<i>Principal</i>	<i>Wells</i>	<i>Ernesto Watkins</i>	<i>2/10/11</i>
<i>Isabella Taylor</i>	<i>Teacher</i>	<i>Wells</i>	<i>Isabella Taylor</i>	<i>2/10/11</i>
<i>Damaris Maxwell</i>	<i>Teacher</i>	<i>Wells</i>	<i>Damaris Maxwell</i>	<i>2/10/11</i>

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER <u>Chicago Public School</u>	REGION, COUNTY, DISTRICT, TYPE CODE <u>District 299</u>	SCHOOL NAME <u>Wells Community Acad.</u>
DATE OF MEETING <u>Feb. 9th</u>	LOCATION OF MEETING <u>Wells Community Academy</u>	

PURPOSE OF MEETING

LSC - School board

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Cecilia Velazquez	Student Rep.		Cecilia Velazquez	2/9/11
Patricia Mendoza-C.	Teacher		~~Patricia Mendoza-C.~~	2/9/11
Felipa Menca	LSC Chair Person		Felipa Menca	2/9/11
Vashita Taylor	LSC T. Rep		V.T.	2/9/11
BRIAN THOMPSON	COMMUNITY		Brian Thompson	2/9/2011
Wette Hernandez	Community Rep.		Wette Hernandez	2/9/11

Page ____ of ____

**FY 2012 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

Slo planning

[illegible]

Page _____ of _____

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING	LOCATION OF MEETING	
PURPOSE OF MEETING		

SIG-Planning mtg.

[illegible]

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

[illegible]



Wells Community Academy High School

936 N. Ashland Chicago, Illinois 60623
Telephone 773.534.7010 Fax 773.534.7078

Felipa Mena
Chair

Yvette Hernandez
Vice Chair

Patricia Mendoza
Secretary

Wells Local School Council Minutes

Dec. 8, 2010

Room 127 at 6:00 P.M.

- I. Call to Order at 6:23 p.m.**
- II. Roll Call**
 - **Present:** P. Mendoza, B. Thompson, E. Matias, F. Mena, V. Taylor, P. Bahena, C. Velazquez (There is Quorum))
 - **Absent:** Y. Hernandez, O. Jaime, M. Rojas,
 - **Visitors:** G. Williams, D. Bello.
- III. Approval of Agenda:** Approved by Mr. Matias and second by Ms. Taylor.
- IV. Approval of Minutes:** Approved by Mr. Matias and second by Ms. Taylor.
- V. President's Report**
 - Starting January 16, 2011 the Peace Center will be opened on Tuesday and Thursday, at the time 16 young ladies form part of this group.
 - Parent Patrol is now formed of 5 parent volunteers and 6 that are working under the 20 Century Program & Tony Mercado. Request by Mr Matias: It would be better for parents to stand at the exits of the building during 6th, 7th, & 8th periods, in order to stop students from sneaking out of the building.
 - Report Card Pick-Up: 106 parents in total came to up-date their files w/personal information and three more showed interest in becoming part of the parent volunteer group.
 - Principals' Breakfast: Cecilia Velazquez reported that it was a very nice event. The food presented from the Program Healthy Food for CPS student lunches was much better than what is being served now.
- VI. Principal's Report**
 - The plan for the repair of the swimming pool is ready. Construction will begin February and last till April. Pool

hopefully will be opened in June 2011 and ready to be used by the community, considering a small amount to be charged for maintenance.

- Well's Transformation Grant is still in process, results will be known during the spring. The amount received would be 2 million a year.
- TIA Walkthrough: Principal shared results of data and experiences. Results were not as expected but teachers are working with students that have difficulties.
- COMPASS Test Data: A test that measures the readiness of students in Math and English. Most of Wells students are not prepared for College classes. Students and teachers will see and analyze these results to reflect on strategies to improve these scores.
- There is a big possibility to set up a book-camp for our kids with Truman College to help our students achieve better in their education.
- Wells is now providing music to its students, in-between periods. It is done purposefully to provoke students to go to their classrooms. This is an idea from the Culture of Calm.
- The ORACLE was presented instead of the SIPAAA. Wells has \$65,473.60. Wells has saved two security guards positions. The Area is paying for UIC Curriculum Training and the Compass exam.
- The Area's next year projection is a deficit of \$700 millions, which will bring more difficulties to our education.
- There are many fundraising activities being planned like the 75th anniversary event of Wells C.A.H.S., the reunion of the class of 1980, all this is for "The Field of Hope."
- The "Teacher Academy" is receiving a lot of publicity and Well's students are practicing at Peabody.
-

VII. Committee Reports:

- The LSC members receive copies of all the expenditures of the NCLB committee. Parents have engaged in field trips (Christmas Around the World) and hands-on activities for Christmas ornaments.
- On Mon. and Wed. parents are doing reading activities.
- Professional Personnel Leadership Committee (PPLC)
- Parent Advisory Committee (PAC)
- Bilingual Advisory Council (BAC)

The NCLB parents have decided to split their meeting into two sections: one for the Bilingual Committee and another specifically for the NCLB because there are too many items to cover in one day.

- **School Improvement Plan (SIPAAA)**
- **Safety & Security/ Discipline**
- **Special Education Committee**
- **21st Century Community Learning Center Grant – Update**

VIII. Old Business

IX. New Business:

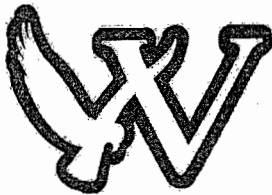
- **The Costa Rica Trip Power Point information has been provided to the LSC members, for more information please see Ms. Flores.**
- **A Doll Club has been formed by Ms. G. Williams. The dolls created by our students will be donated to hospitals. There are a total of 10 students participating in this activity: 6 girls & 4 boys.**

X. Public Comment

XI. Next Meeting: January 13, 2011

XII Adjourn

- **Motion to close at 8:03 p.m. by Mr. Matias and 2nd by Ms. Taylor**



Wells Community Academy High School

936 N. Ashland Avenue Chicago, Illinois 60622
Telephone 773.534.7010 Fax 773.534.7078

Felipa Mena
Chair

Vice Chair

Patricia Mendoza
Secretary

Local School Council Sign-in Sheet

DATE: 12-08-10 Time: _____ Room: 127

LSC MEMBERS			
	Name	Position	Signature
1.	Patricia Mendoza	Teacher Secretary	<i>Patricia Mendoza</i>
2.	Yvette Hernandez	Community Vice-Chair	
3.	Brian Thompson	Community	<i>Brian Thompson</i>
4.	Ofelia Jaime	Parent	
5.	Ernesto Matias	Principal	<i>Ernesto Matias</i>
6.	Felipa Mena	Parent Chair	<i>Felipa Mena</i>
7.	VACANCY <i>Vanessa Taylor</i>	Teacher	<i>V. Taylor</i>
8.	Patricia Bahena	Parent	<i>Patricia Bahena</i>
9.	Maria Rojas	Parent	
10.	VACANCY (Parent)		
11.	VACANCY (Parent)		
12.	Cecilia Vasquez	Student	<i>Cecilia Velazquez</i>

VISITORS

	NAME	Committee/Organization/Affiliation Comité/Organización/Afiliación
1.	<i>Marjorie E. Hill</i>	
2.	<i>Darling Bello</i>	
3.		
4.		

ILT Meeting: November 30th, 2010 – Room 127

**Present: Gallick, Kirmes, Klein, Mendoza, Malcolm, Marren, Mullen
O'Brien, Amador, Taylor, Wurster, R. Martinez**

Overview:

- Opening with Connections / Norms / Agenda
- Sipg Mr. Ramos
- Examine Cycle #1 TIA Data in relation to goals – Atlas Protocol
 - Review TIA Goals
 - To move 10% more of the students to grade level expectations in writing by the end of the 2010-2011 school year
 - Seniors: 30% of students achieving a composite score of '6'
 - Juniors: 28% of students achieving a composite score of 5
 - Sophomores: 57% of students achieving a composite score of 4
 - Freshman: 60% of students achieving a composite score of 3
 - Need an organized push to move students (need time & space to meet as grade level teams or in another format --- academy meetings, department meetings, etc.)
 - Implications for classroom / schoolwide
 - MEL-Con
 - Through grade level content teams (Friday – professional development)
 - Presenting / on-going discussion through Academy meetings
 - TIA bulletin boards, etc. need to be addressed through Academies
 - Teachers will analyze data for one of their classes & draft action plan in regards to TIA
 - Identify students more than 1 point below
 - Students 1 point below
 - Students meeting or exceeding

Learning Cycle	Cycle #1		Cycle #2		Cycle #3		Cycle #4		Cycle #5	
Benchmark			Freshman	20	Freshman	30	Freshman	45	Freshman	60
			Sophomore	30	Sophomore	42	Sophomore	50	Sophomore	57
			Junior	15	Junior	20	Junior	25	Junior	28
			Senior	11	Senior	20	Senior	25	Senior	30
Performance	Freshman		Freshman		Freshman		Freshman		Freshman	
	Sophomore		Sophomore		Sophomore		Sophomore		Sophomore	
	Junior		Junior		Junior		Junior		Junior	
	Senior		Senior		Senior		Senior		Senior	

CHICAGO PUBLIC SCHOOLS
 DAILY RECORD OF EMPLOYEES' TIME

ILT Meeting 9:02

ILT

431897.

The Daily Record of Employees' Time must be signed personally by all members of the Teaching Force and Career Service Employees.

☒ TEACHER

☐ CAREER SERVICE

SHEET NUMBER

11 130/2010
 MONTH DAY YEAR

LINE	FIRST ARRIVAL		FIRST DEPARTURE		SECOND ARRIVAL		FINAL DEPARTURE		LINE	EXCEPTION Type and Hours	COMMENTS
	TIME	INITIALS	TIME	INITIALS	TIME	INITIALS	TIME	INITIALS			
1	3:15	ms					4:45	ms	1	✓ 1.5	Tanyamarie Wurster
2	3:15	KK					4:45	KK	2	✓ 1.5	Kate Kleis
3	3:15	JB					4:45	JB	3	✓ 1.5	Jennifer
4	3:15	MA					4:45	MA	4	✓ 1.5	Maria Amador
5	3:15	AM					4:45	AM	5	✓ 1.5	Anthony Malcolm
6	3:15	DM					4:45	DM	6	✓ 1.5	Damaris Maxwell
7	3:15	P.L.					4:45	P.L.	7	✓ 1.5	Patricia Mendon
8	3:15	SM					4:45	SM	8	✓ 1.5	Susan Muller
9	3:40	VT					4:45	VT	9	✓ 1.5	Vashti Tany-
10									10		
11									11		
12									12		
13									13		
14									14		PP#25-
15									15		
16									16		
17									17		
18									18		

I certify that this record has been kept under my supervision, that it is believed to be correct in every detail and that postings herefrom have been correctly made by me on the Attendance Report.

SIGNATURE

ATTENDANCE CLERK

Approved as being correct to the best of my knowledge and belief.

SIGNATURE

OFFICIAL IN CHARGE

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of sex in the educational programs or employment policies.

Signature of attendance clerk and official in charge must appear on each daily time sheet.



William H. Wells Community Academy High School

936 North Ashland Ave., Chicago, IL 60622-5118

Tel 773-534-7010, Fax 773-534-7078

Ernesto Matias

Principal

November 24, 2010

Kevin Gallick

Assistant Principal

Faculty Meeting

We Educate Life Long Scholars!

Meeting Agreements:

- Start an end on time
- Speak your truth in a respectful tone
- Agree to disagree but support final decisions

Objectives:

- Current Up-Dates
 1. Metrics
 2. CSR-UIC
- Sig grant over-view

New Staff members

7:30-7:35 a.m.

- Ms. Difilipo

Sig grant over-view

7:35-7:50 a.m.

Orlando Ramos

Current Up-Dates

- Freshmen On Track 74%
- Attendance 72.10%
- Enrollment 616 20th day 640

We have eliminated students based on the following:

1. DNA's
2. Discipline
3. Truancy

Next Steps

1. Completing Transformation Plan and submit

I am a
TREASURE HUNTER

I am committed
To searching for the talents,
Skills and intelligences
Those exist within each child.

I believe that...

ALL KIDS ARE CAPABLE OF SUCCESS.

No exceptions!

Teacher

Student Sign-up

Date	Name	Period	Division #
1.	Kay Stepin		
2.	Kent S Woods		
3.	W. Loney		
4.	P. Loney		
5.	Kate Klein		
6.	Kent S Woods		
7.	R. Medina		
8.	James Tansley		
9.	Davis		
10.	Sandra Foley		
11.	Vashita Dwyer		
12.	Chadwick S. Laniel		
13.	Damaris Maxwell		
14.	Ashley DiFilippo		
15.	Jose A. Alexandri		
	Cell Coz		
17.	Ryan Pollock		
18.	Kathy Marino		
19.	Andrew Conner		
20.	MATT RINDLE		

S. Roffin

R. Morgan

George C. Hill

J. Hurling

Sergio Rodriguez

Edna Sims Curtis

Emeline Campo

Theresa Torres

Bill Myers

Rita Kutt

Juan Rasmussen

John O'Connell

Guadalupe Flores

Emmerra Walker

M. Amador

J. Hawthorn

M. Brown

G. Kell

Chubasco

Rosa M.

~~T. H.~~

Skinner

John

John H.

Tamara Wisk