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# ILLINOIS STATE BOARD OF EDUCATION

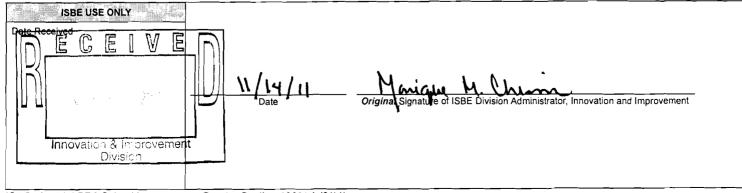
Innovation and Improvement Division 100 North First Street, N-242 Springfield, IL 62777-0001

ATTACHMENT 7	,
DUE DATE	
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#### **FY 2012 ARRA**

School Improvement Grant - Section 1003(g) – Tier I and Tier II
Applicant Cover Page for Individual School

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	APPLI	CANT II	NFORMAT			V. 1
DISTRICT NAME AND NUMBER		REGION, COUNTY, DISTRICT, TYPE CODE				
Chicago Public Schools / 299		15-016-299-025				
NAME OF SCHOOL PRINCIPAL			SCHOOL NA	AME		
Nicole Howard			North Lav	vndale College Pre	p	
ADDRESS (Street, City, State, 9 Digit Zip Code)			TELEPHONI	E (Include Area Code)	FAX (Include Area Code)	
1615 S. Christiana Avenue			773-542-	1490	773-542-1492	
Chicago, IL 60623-2653			E-MAIL SCH	IOOL PRINCIPAL	<del>-</del>	<del></del>
			nhoward(	@nlcphs.org		
SIG 1003(g) PRIMARY CONTACT			TITLE OF SI	G 1003(g) PRIMARY Co	ONTACT	
Randel Josserand			Director,	Office of School Im	provement	
ADDRESS (Street, City, State, 9 Digit Zip Code)		TELEPHON	E (Include Area Code)	FAX (Include Area Code)		
125 S. Clark, 9th Floor			773-535-8	8665	773-535-8096	
Chicago, IL 60603-5200			E-MAIL SIG 1003(g) PRIMARY CONTACT			
			rbjosserand@cps.k12.il.us			
	INDIVIDU	AL SCHO	OL INFORM	MATION		
SCHOOL: FEDERAL ACADEMIC STATUS			SCHOOL: S	TATE ACADEMIC STAT	us	
8 years in School Improvement			Academic Watch Status			
Selected Intervention Model	Turnaround	Resta	art	X Transformation	Closure	
	INDIVIDUA	L SCHO	OL LEAD PA	RTNER		
NAME OF LEAD PARTNER		X ISBE APPROVED LEAD PARTNER				
CPS / Office of Transformation Support		NOT APPROVED BY ISBE				
PRIMARY CONTACT		TITLE				
Orlando Ramos		Director				
ADDRESS (Street, City, State, 9 Digit Zip Code)		TELEPHONE (Include Area Code) FAX (Include Area Code)				
501 W. 35th Street		773-535-8659 773-535-8096				
Chicago, IL		E-MAIL				
60609-3507			oramos@	cps.k12.il.us		



ISBE 43-45P ARRA School Improvement Grant - Section 1003(g) (3/11)

Support / Principal / Literacy

Office of Transformation Support / Principal / Jump Start

Office of Transformation

Support / Principal / Phoenix

teachers

AP Staff

Rising Staff

				ATTACHMENT 8		
				Page <u>1</u> of <u>14</u>		
DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CO		DISTRICT NCES #	SOURCE OF FUNDS CODE		
Chicago Public Schools / 299	15-016-299-025	5	1709930	-12		
	FY 2012 ARRA School Improv Individual Sch	ement Grant - lool Strategies	Section 1003(g)			
SCHOOL NAME	7	SCHOOL NC	ES#			
North Lawndale College Prep		17099300347	4	TIER I TIER II		
Directions: Identify the school level strategies to be impler be <u>specific</u> , <u>measurable</u> , <u>attainable</u> , <u>realistic</u> , and <u>time</u> bou position responsible for overseeing that the strategy is com	nd (S.M.A.R.T.). For each strategy					
LEA Goal # LEA Objective #		#				
1. Improve Student Achievement in PSAE Reading	Reading 1.1 (Increase instructi		instructional time) - 1.2 (Provide	uctional time) - 1.2 (Provide targeted interventions)		
Individual School Strategy	Evidence of Impro	ovement	Target Date for Co	mpletion Responsible Person or Position		
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul> <li>Full implementation of five-part I</li> <li>All teachers will demonstrate im performance level on a minimum within the Charlotte Danielson F</li> </ul>	provement of n of five elemen	August 2011     November 2011	Instructional Coaches     Principal		
Strategy # 1.1.1	- 21.8% of students M/E on 2012 F	PSAE Reading	June 2012	Office of Transformation		
Extend school day and school year beyond traditional CPS schools	- 45% of students make Expected Gains on EPAS Reading		June 2012	Support / Principal / Summer Bridge Staff		
Strategy # 1.1.2	- 21.8% of students M/E on 2012 F	SAE Reading	June 2012	Office of Transformation		
Institute a Summer Freshmen Bridge Program to prepare incoming freshmen for a successful transition into high school	- 45% of students make Expected Reading		June 2012	Support / Principal / Phoenix Rising Staff		
Strategy # 1.1.3	- 21.8% of students M/E on 2012 F	PSAE Reading	June 2012	Office of Transformation		

- 45% of students make Expected Gains on EPAS

- 21.8% of students M/E on 2012 PSAE Reading

- 45% of students make Expected Gains on EPAS

- 70% of student cohort demonstrate mastery on targeted

- 80% of student cohort show mastery of targeted skills

skills through Interim Assessments

though instructor assessments

Reading

Reading

June 2012

June 2012

June 2012

June 2012

June 2012

academic, enrichment and leadership skill development

Offer Phoenix Rising summer programming for

Offer Summer Jump Start program to ensure that

Offer Phoenix Rising summer programming for

students are prepared for AP courses

Strategy # 1.1.4

Strategy # \_\_\_\_

Strategy # 1.2.1

academic, enrichment and leadership skill development

Page	2	of	14
Page	_	OI	17

			Page of14
DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
Chicago Public Schools / 299	15-016-299-025	1709930	-12
	FY 2012 ARRA School Improvement Gran Individual School Strategi		
SCHOOL NAME	SCHOOLN		
North Lawndale College Prep 170993003474		TIER I TIER II	
	to be implemented in the identified school based on the LEA nd time bound (S.M.A.R.T.). For each strategy, indicate the		

position responsible for overseeing that the strategy is completed.

LEA Goal #

LEA Objective #

1. Improve student achievement in PSAE Reading

1.2 (Provide targeted interventions) - 1.3 (Improve attendance)

Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul> <li>Full implementation of five-part lesson plans.</li> <li>All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework.</li> </ul>	August 2011     November 2011	Instructional Coaches     Principal
Strategy # 1.2.2 Institute a Summer Freshmen Bridge Program to prepare incoming freshmen for a successful transition into high school	- 70% of student cohort demonstrate mastery on targeted skills through Interim Assessments - 80% of student cohort show mastery of targeted skills though instructor assessments	June 2012 June 2012	Office of Transformation Support / Principal / Freshman Bridge Program Staff
Strategy # 1.2.3  Create additional literacy programming with Read180 and additional technology	- 70% of student cohort demonstrate mastery on targeted skills through Interim Assessments - 80% of student cohort show mastery of targeted skills though instructor assessments	June 2012 June 2012	Office of Transformation Support / Principal / Literacy Teachers
Strategy # 1.2.4 Establish an early warning system, an academic plan and direct interventions for students scoring in the Academic Warning or Below	70% of student cohort demonstrate mastery on targeted skills through Interim Assessments - 80% of student cohort show mastery of targeted skills though instructor assessments	June 2012 June 2012	Office of Transformation Support / Principal / Department Chairs
Strategy #			
Strategy # 1.3.1  Hire a Student Advocate to promote positive attendance by serving as mentors to students and help them resolve issues in a way that helps them remain in school	- Increase student attendance rate to 95%	June 2012	Office of Transformation Support / Principal / Student Advocate
Strategy # 1.3.2  Add a Restorative Justice Dean to incorporate restorative justice techniques to help students resolve issues that negatively impact their attendance	- Increase student attendance rate to 95%	June 2012	Office of Transformation Support / Principal / Restorative Justice Dean

Page_	3	of	14	

NAME AND NUMBER REGION, COUNTY, DIS	TRICT, TYPE CODE DISTRICT NCES #	SOURCE OF FUNDS CODE			
Public Schools / 299 15-016	299-025 1709930	-12			
FY 2012 ARRA School Improvement Grant - Section 1003(g) Individual School Strategies					
SCHOOL NAME SCHOOL NCES #					
ndale College Prep	170993003474	TIER I TIER II			
ndale College Prep	170993003474	X TIEF			

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be **s**pecific, **m**easurable, **a**ttainable, **r**ealistic, and **t**ime bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal #

Improve student achievement in PSAE Reading

LEA Objective #

1.3 (Improve attendance) - 1.4 (Align Curriculum)

Individual School Strategy 4,4	Evidence of Improvement	Target Date for Completion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul> <li>Full implementation of five-part lesson plans.</li> <li>All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework.</li> </ul>	August 2011     November 2011	Instructional Coaches     Principal
Strategy # 1.3.3  Hire a Community Connector who will employ the Asset-Based Community Development approach to improve family and community involvement in the school	- Increase student attendance rate to 95%	June 2012	Office of Transformation Support / Principal / Community Connector
Strategy # 1.3.4  Hire 2 counselors to support interventions to address issues related to attendance	- Increase student attendance rate to 95%	June 2012	Office of Transformation Support / Principal / Counselors
Strategy #			
Strategy # 1.4.1  Contract with UIC to provide professional development and support for Curriculum Framework Project	- 21.8% of students M/E on 2012 PSAE Reading - 45% of students make Expected Gains on EPAS Reading	June 2012 June 2012	Office of Transformation Support / Principal / UIC
Strategy # 1.4.2  Free core department chairs to align curriculum to College Core Standards	- 21.8% of students M/E on 2012 PSAE Reading - 45% of students make Expected Gains on EPAS Reading	June 2012 June 2012	Office of Transformation Support / Principal / Department Chairs
Strategy # 1.4.3  Extended time for ILT and teachers to attend professional development sessions	- 21.8% of students M/E on 2012 PSAE Reading - 45% of students make Expected Gains on EPAS Reading	June 2012 June 2012	Office of Transformation Support / Principal

Page	4	ωf	14
Page		O)	

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES#	SOURCE OF FUNDS CODE		
Chicago Public Schools / 299	15-016-299-025	1709930	-12		
FY 2012 ARRA School Improvement Grant - Section 1003(g) Individual School Strategies					
SCHOOL NAME	SCHOOL NO	CES#			
North Lawndale College Prep	170993003	474	TIER I TIER II		

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be <u>specific</u>, <u>measurable</u>, <u>attainable</u>, <u>realistic</u>, and <u>time</u> bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal #

LEA Objective #

1. Improve student achievement in PSAE Reading

1.5 (Increase quality of differential instruction)

Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul> <li>Full implementation of five-part lesson plans.</li> <li>All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework.</li> </ul>	August 2011     November 2011	Instructional Coaches     Principal
Strategy # 1.5.1  Hire a part-time Data Analyst to provide detailed data analytic support for school team and ongoing operational management of school-based data systems	- 21.8% of students M/E on 2012 PSAE Reading - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Data Analyst
Strategy # 1.5.2  Hire 1.5 Data Coaches responsible for providing professional development and coaching for teachers in how to use data to improve student learning	- 21.8% of students M/E on 2012 PSAE Reading - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Data Coach
Strategy # 1.5.3  Build data systems to integrate with existing student management systems	- 21.8% of students M/E on 2012 PSAE Reading - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Data
Strategy # 1.5.4  Schedule regular data review sessions: All staff (summer + monthly) and ILT (quarterly data retreat)	- 21.8% of students M/E on 2012 PSAE Reading - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Staff
Strategy # 1.5.5  Free core department chairs to provide 2 coaching visits per week with the appropriate follow up PD and supports	- 21.8% of students M/E on 2012 PSAE Reading - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Department Chairs
Strategy # 1.5.6 Provide Leadership and Staff with on-going PD and supports	- 21.8% of students M/E on 2012 PSAE Reading - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal

					ATTACHMENT 8	
					Page <u>5</u> of <u>14</u>	
DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, T	YPE CODE D	ISTRICT NCES #	so	OURCE OF FUNDS CODE	
Chicago Public Schools / 299	15-016-299-025 1709930		709930		-12	
	FY 2012 ARRA School Improv Individual Sch	vement Grant - Se hool Strategies	ction 1003(g)	·		
SCHOOL NAME		SCHOOL NCES	#			
North Lawndale College Prep		170993003474		X	IER I	
Directions: Identify the school level strategies to be imple be <u>specific</u> , <u>measurable</u> , <u>attainable</u> , <u>realistic</u> , and <u>time</u> bor position responsible for overseeing that the strategy is cor	und (S.M.A.R.T.). For each strategy					
LEA Goal #		LEA Objective #				
2. Improve Student Achievement in Math		2.1 (Increase ins	tructional time) - 2.2 (Provide	ctional time) - 2.2 (Provide targeted interventions)		
findividual School Strategy	Evidence of Impr	ovement	Target Date for Cor	npletion	Responsible Person or Position	
Example: LEA Goal #4, LEA Objective #4-2.	Full implementation of five-part		August 2011		Instructional Coaches	
All school administrators and teachers will be trained on developing standards aligned lesson plans based on the	<ul> <li>All teachers will demonstrate im performance level on a minimun</li> </ul>	•				
Charlotte Danielson Framework.	within the Charlotte Danielson F		November 2011		Principal	
Strategy # 2.1.1	- 20.5% of students M/E on 2012 I	PSAF Math	June 2012		Office of Transformation	
Extend school day and school year beyond traditional CPS schools	- 45% of students make Expected		9		Support / Principal / Summer Bridge Staff	
Strategy # 2.1.2	- 20.5% of students M/E on 2012 I	PSAE Math	June 2012		Office of Transformation	
Institute a Summer Freshmen Bridge Program to prepare incoming freshmen for a successful transition into high	- 45% of students make Expected	· • · · · · · · · · · · · · · · · · · ·	• • • • • • • • • • • • • • • • • • •		Support / Principal / Phoenix Rising Staff	

Charlotte Danielson Framework.	within the Charlotte Danielson Framework.		
Strategy # 2.1.1	- 20.5% of students M/E on 2012 PSAE Math	June 2012	Office of Transformation
Extend school day and school year beyond traditional CPS schools	- 45% of students make Expected Gains on EPAS Math	June 2012	Support / Principal / Summer Bridge Staff
Strategy # 2.1.2	- 20.5% of students M/E on 2012 PSAE Math	June 2012	Office of Transformation
Institute a Summer Freshmen Bridge Program to prepare incoming freshmen for a successful transition into high school	- 45% of students make Expected Gains on EPAS Math	June 2012	Support / Principal / Phoenix Rising Staff
Strategy # <u>2.1.3</u>	- 20.5% of students M/E on 2012 PSAE Math	June 2012	Office of Transformation
Offer Phoenix Rising summer programming for academic, enrichment and leadership skill development	- 45% of students make Expected Gains on EPAS Math	June 2012	Support / Principal / Literacy teachers
Strategy # 2.1.4	- 20.5% of students M/E on 2012 PSAE Math	June 2012	Office of Transformation
Offer Summer Jump Start program to ensure that students are prepared for AP courses	- 45% of students make Expected Gains on EPAS Math	June 2012	Support / Principal / Jump Start AP Staff
Strategy #			
Strategy # 2.2.1	- 70% of student cohort demonstrate mastery on targeted	June 2012	Office of Transformation
Offer Phoenix Rising summer programming for academic, enrichment and leadership skill development	skills through Interim Assessments - 80% of student cohort show mastery of targeted skills though instructor assessments	June 2012	Support / Principal / Phoenix Rising Staff

Page _	6	_ of _	14

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
Chicago Public Schools / 299	15-016-299-025	1709930	-12
_	FY 2012 ARRA School Improvement Gran Individual School Strategi		
SCHOOL NAME	SCHOOL N	ICES#	
North Lawndale College Prep	170993003	3474	X TIER I TIER II
Directions: Identify the school level strategies	to be implemented in the identified school based on the LEA	N goals and objectives for impro	oving student achievement. The strategies must

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal #

LEA Objective #

2. Improve student achievement in PSAE Math

2.2 (Provide targeted interventions) - 2.3 (Improve attendance)

2.2 (Flovide targeted interventions) = 2.3 (Improve attendance)				
Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position	
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul> <li>Full implementation of five-part lesson plans.</li> <li>All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework.</li> </ul>	August 2011     November 2011	Instructional Coaches     Principal	
Strategy # 2.2.2 Institute a Summer Freshmen Bridge Program to prepare incoming freshmen for a successful transition into high school	- 70% of student cohort demonstrate mastery on targeted skills through Interim Assessments - 80% of student cohort show mastery of targeted skills though instructor assessments	June 2012 June 2012	Office of Transformation Support / Principal / Freshman Bridge Program Staff	
Strategy # 2.2.3  Create additional literacy programming with Read180 and additional technology	- 70% of student cohort demonstrate mastery on targeted skills through Interim Assessments - 80% of student cohort show mastery of targeted skills though instructor assessments	June 2012 June 2012	Office of Transformation Support / Principal / Literacy Teachers	
Strategy # 2.2.4 Establish an early warning system, an academic plan and direct interventions for students scoring in the Academic Warning or Below	70% of student cohort demonstrate mastery on targeted skills through Interim Assessments - 80% of student cohort show mastery of targeted skills though instructor assessments	June 2012 June 2012	Office of Transformation Support / Principal / Department Chairs	
Strategy #				
Strategy # 2.3.1  Hire a Student Advocate to promote positive attendance by serving as mentors to students and help them resolve issues in a way that helps them remain in school	- Increase student attendance rate to 95%	June 2012	Office of Transformation Support / Principal / Student Advocate	
Strategy # 2.3.2  Add a Restorative Justice Dean to incorporate restorative justice techniques to help students resolve issues that negatively impact their attendance	- Increase student attendance rate to 95%	June 2012	Office of Transformation Support / Principal / Restorative Justice Dean	

			Page <u>7</u> of <u>14</u>
DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
Chicago Public Schools / 299	15-016-299-025	1709930	-12
	FY 2012 ARRA School Improvement Gran Individual School Strateg		
SCHOOL NAME	SCHOOL	ICES#	
North Lawndale College Prep	170993003	3474	TIER I TIER II

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, getainable, realistic, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal#

LEA Objective #

2. Improve student achievement in PSAE Math

2.3 (Improve attendance) - 2.4 (Align Curriculum)

Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul> <li>Full implementation of five-part lesson plans.</li> <li>All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework.</li> </ul>	August 2011     November 2011	Instructional Coaches     Principal
Strategy # 2.3.3  Hire a Community Connector who will employ the Asset-Based Community Development approach to improve family and community involvement in the school	- Increase student attendance rate to 95%	June 2012	Office of Transformation Support / Principal / Community Connector
Strategy # 2.3.4  Hire 2 counselors to support interventions to address issues related to attendance	- increase student attendance rate to 95%	June 2012	Office of Transformation Support / Principal / Counselors
Strategy #			
Strategy # 2.4.1  Contract with UIC to provide professional development and support for Curriculum Framework Project	- 20.5% of students M/E on 2012 PSAE Math - 45% of students make Expected Gains on EPAS Math	June 2012 June 2012	Office of Transformation Support / Principal / UIC
Strategy # 2.4.2  Free core department chairs to align curriculum to College Core Standards	- 20.5% of students M/E on 2012 PSAE Math - 45% of students make Expected Gains on EPAS Math	June 2012 June 2012	Office of Transformation Support / Principal / Department Chairs
Strategy # 2.4.3  Extended time for ILT and teachers to attend professional development sessions	- 20.5% of students M/E on 2012 PSAE Math - 45% of students make Expected Gains on EPAS Math	June 2012 June 2012	Office of Transformation Support / Principal

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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
Chicago Public Schools / 299	15-016-299-025	1709930	-12
	FY 2012 ARRA School Improvement Gra Individual School Strate		
SCHOOL NAME	SCHOOL	NCES#	
North Lawndale College Prep	1709930	03474	X TIER I TIER II

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be <u>specific</u>, <u>measurable</u>, <u>attainable</u>, <u>realistic</u>, and <u>time</u> bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal#

LEA Objective #

2. Improve student achievement in PSAE Math

2.5 (Increase quality of differential instruction)

Individual School Strategy	Evidence of improvement	Target Date for Completion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul> <li>Full implementation of five-part lesson plans.</li> <li>All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework.</li> </ul>	August 2011     November 2011	Instructional Coaches     Principal
Strategy # 2.5.1  Hire a part-time Data Analyst to provide detailed data analytic support for school team and ongoing operational management of school-based data systems	- 20.5% of students M/E on 2012 PSAE Math - Average staff rating of 4.0 on 5.0 Rubric of informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Data Analyst
Strategy # 2.5.2  Hire a Data Coach responsible for providing professional development and coaching for teachers in how to use data to improve student learning	- 20.5% of students M/E on 2012 PSAE Math - Average staff rating of 4.0 on 5.0 Rubric of informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Data Coach
Strategy # 2.5.3  Build data systems to integrate with existing student management systems	- 20.5% of students M/E on 2012 PSAE Math - Average staff rating of 4.0 on 5.0 Rubric of informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal
Strategy # 2.5.4  Schedule regular data review sessions: All staff (summer + monthly) and ILT (quarterly data retreat)	- 20.5% of students M/E on 2012 PSAE Math - Average staff rating of 4.0 on 5.0 Rubric of informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Staff
Strategy # 2.5.5  Free core department chairs to provide 2 coaching visits per week with the appropriate follow up PD and supports	- 20.5% of students M/E on 2012 PSAE Math - Average staff rating of 4.0 on 5.0 Rubric of informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Department Chairs
Strategy # 2.5.6 Provide Leadership and Staff with on-going PD and supports	- 20.5% of students M/E on 2012 PSAE Math - Average staff rating of 4.0 on 5.0 Rubric of informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal

					Page <u>9</u> of <u>14</u>	
DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TY	YPE CODE DIST	RICT NCES#	sol	URCE OF FUNDS CODE	
Chicago Public Schools / 299	/ 299 15-016-299-025 17099		930		-12	
	FY 2012 ARRA School Improv Individual Sch	rement Grant - Section	n 1003(g)			
SCHOOL NAME		SCHOOL NCES #				
North Lawndale College Prep		170993003474		X TIE	ER I TIER II	
Directions: Identify the school level strategies to be impler be <u>specific</u> , <u>measurable</u> , <u>attainable</u> , <u>realistic</u> , and <u>time</u> bou position responsible for overseeing that the strategy is composition.	nd (S.M.A.R.T.). For each strategy					
LEA Goal #		LEA Objective #				
3. Improve student achievement on the PSAE Composite		3.1 (Increase instruc	tional time) - 3.2 (Provide ta	rgeted inte	erventions)	
Individual School Strategy	Evidence of Impro	ovement ***	Target Date for Com	pletion	Responsible Person or Position	
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.			August 2011     November 2011		Instructional Coaches     Principal	
Strategy # 3.1.1 Extend school day and school year beyond traditional CPS schools	- 19% of students M/E on 2012 PSAE Composite - 45% of students make Expected Gains on EPAS		June 2012 June 2012		Office of Transformation Support / Principal / Summer Bridge Staff	
Strategy # 3.1.2	- 19% of students M/E on 2012 PS	AE Composite	June 2012		Office of Transformation	
Institute a Summer Freshmen Bridge Program to prepare incoming freshmen for a successful transition into high school	- 45% of students make Expected		June 2012		Support / Principal / Phoenix Rising Staff	
Strategy # 3.1.3	- 19% of students M/E on 2012 PS	SAF Composite	June 2012		Office of Transformation	
Offer Phoenix Rising summer programming for academic, enrichment and leadership skill development	- 45% of students make Expected Gains on EPAS		June 2012		Support / Principal / Literacy teachers	
Strategy # 3.1.4	- 19% of students M/E on 2012 PS	SAE Composite	June 2012		Office of Transformation	
Offer Summer Jump Start program to ensure that students are prepared for AP courses	- 45% of students make Expected Gains on EPAS		June 2012		Support / Principal / Jump Start AP Staff	
Strategy #						
Strategy # 3.2.1  Offer Phoenix Rising summer programming for academic, enrichment and leadership skill development	- 70% of student cohort demonstra skills through Interim Assessments	3	d June 2012		Office of Transformation Support / Principal / Phoenix	

though instructor assessments

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					Page <u>10</u> of <u>14</u>
DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE DISTRIC		ICT NCES # SG		OURCE OF FUNDS CODE
Chicago Public Schools / 299	15-016-299-025 170993		930		-12
	FY 2012 ARRA School Improv	rement Grant - Section nool Strategies	1003(g)		
SCHOOL NAME		SCHOOL NCES#			
North Lawndale College Prep		170993003474		X TI	ER I TIER II
Directions: Identify the school level strategies to be impler be specific, measurable, attainable, realistic, and time bou position responsible for overseeing that the strategy is con	and (S.M.A.R.T.). For each strategy				
LEA Goal #		LEA Objective #			
3. Improve student achievement on the PSAE	Composite	3.2 (Provide targeted	interventions) - 3.3 (Impro	ove attenda	ance)
Individual School Strategy 4	Evidence of Impro	ovement.	Target Date for Con	npletion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	The todal for the definition of the second s		August 2011     November 2011		Instructional Coaches     Principal
Strategy # 3.2.2 Institute a Summer Freshmen Bridge Program to prepare incoming freshmen for a successful transition into high school	- 70% of student cohort demonstrate mastery on targeted skills through Interim Assessments - 80% of student cohort show mastery of targeted skills though instructor assessments		June 2012 June 2012		Office of Transformation Support / Principal / Freshman Bridge Program Staff
Strategy # 3.2.3  Create additional literacy programming with Read180 and additional technology	skills through Interim Assessments		June 2012 June 2012		Office of Transformation Support / Principal / Literacy Teachers
Strategy # <u>3.2.4</u>	70% of student cohort demonstrate mastery on targeted		June 2012		Office of Transformation
Establish an early warning system, an academic plan and direct interventions for students scoring in the Academic Warning or Below			June 2012		Support / Principal / Department Chairs
Strategy #					
Strategy # <u>3.3.1</u>	- Increase student attendance rate	 e to 95%	June 2012		Office of Transformation
Hire a Student Advocate to promote positive attendance by serving as mentors to students and help them resolve issues in a way that helps them remain in school					Support / Principal / Student Advocate
Strategy # <u>3.3.2</u>	- Increase student attendance rate	e to 95%	June 2012		Office of Transformation
Add a Restorative Justice Dean to incorporate restorative justice techniques to help students resolve issues that negatively impact their attendance	- morease student attenuance rate to 93%				Support / Principal / Restorative Justice Dean

Page	11	of	14
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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE		
Chicago Public Schools / 299	15-016-299-025	1709930	-12		
FY 2012 ARRA School Improvement Grant - Section 1003(g) Individual School Strategies					
SCHOOL NAME	SCHOOL NO	CES#			
North Lawndale College Prep	170993003	474	TIER I TIER II		

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal #

LEA Objective #

3. Improve student achievement on the PSAE Composite

3.3 (Improve attendance) - 3.4 (Align Curriculum)

Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul> <li>Full implementation of five-part lesson plans.</li> <li>All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework.</li> </ul>	August 2011     November 2011	Instructional Coaches     Principal
Strategy # 3.3.3  Hire a Community Connector who will employ the Asset-Based Community Development approach to improve family and community involvement in the school	- Increase student attendance rate to 95%	June 2012	Office of Transformation Support / Principal / Community Connector
Strategy # 3.3.4  Hire 2 counselors to support interventions to address issues related to attendance	- Increase student attendance rate to 95%	June 2012	Office of Transformation Support / Principal / Counselors
Strategy #			
Strategy # 3.4.1  Contract with UIC to provide professional development and support for Curriculum Framework Project	- 19% of students M/E on 2012 PSAE Composite - 45% of students make Expected Gains on EPAS	June 2012 June 2012	Office of Transformation Support / Principal / UIC
Strategy # 3.4.2  Free core department chairs to align curriculum to College Core Standards	- 20.5% of students M/E on 2012 PSAE Math - 45% of students make Expected Gains on EPAS Math	June 2012 June 2012	Office of Transformation Support / Principal / Department Chairs
Strategy # 3.4.3  Extended time for ILT and teachers to attend professional development sessions	- 20.5% of students M/E on 2012 PSAE Math - 45% of students make Expected Gains on EPAS Math	June 2012 June 2012	Office of Transformation Support / Principal

200	12	of	14	
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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE		
Chicago Public Schools / 299	15-016-299-025	1709930	-12		
	FY 2012 ARRA School Improvement Gran Individual School Strateg				
SCHOOL NAME	SCHOOL	NCES#			
North Lawndale College Prep 170993003474 X TIER I TIER II					
	be implemented in the identified school based on the LE				

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal #

LEA Objective #

3. Improve student achievement on the PSAE Composite

3.5 (Increase quality of differential instruction)

	o.o (more acceptantly of americantal methodolon)			
Evidence of Improvement	Target Date for Completion	Responsible Person or Position		
<ul> <li>Full implementation of five-part lesson plans.</li> <li>All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework.</li> </ul>	August 2011     November 2011	Instructional Coaches     Principal		
- 19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Data Analyst		
- 19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Data Coach		
- 19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal		
- 19% of students M/E on 2012 PSAE Composite r - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Staff		
- 19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers	June 2012 June 2012	Office of Transformation Support / Principal / Department Chairs		
- 20.5% of students M/E on 2012 PSAE Math - 45% of students make Expected Gains on EPAS Math	June 2012 June 2012	Office of Transformation Support / Principal		
	<ul> <li>Full implementation of five-part lesson plans.</li> <li>All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework.</li> <li>19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers</li> <li>19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers</li> <li>19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers</li> <li>19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers</li> <li>19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers</li> <li>20.5% of students M/E on 2012 PSAE Math</li> </ul>	Full implementation of five-part lesson plans. All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework.  - 19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers  - 19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers  - 19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers  - 19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers  - 19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers  - 19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers  - 19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers  - 19% of students M/E on 2012 PSAE Composite - Average staff rating of 4.0 of 5.0 rubric from informal observations and feedback by coaches and peers  - 20.5% of students M/E on 2012 PSAE Math  June 2012		

Page	13	of	14
Page	10	OI	17

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE DISTRICT NCES #		SOURCE OF FUNDS CODE		
Chicago Public Schools / 299	15-016-299-025 1709930		-12		
FY 2012 ARRA School Improvement Grant - Section 1003(g) Individual School Strategies					
SCHOOL NAME	IL NAME SCHOOL NCES #				
North Lawndale College Prep	17099300347	4	TIER I TIER II		

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be <u>specific</u>, <u>measurable</u>, <u>attainable</u>, <u>realistic</u>, and <u>time</u> bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal #	LEA Objective #
4. Improve graduation rates	4.1 (Offer credit recovery) - 4.2 (College going culture) - 4.3 (Provide accelerated learning)

Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul> <li>Full implementation of five-part lesson plans.</li> <li>All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework.</li> </ul>	August 2011     November 2011	Instructional Coaches     Principal
Strategy # 4.1.1 Offer Summer, Saturday, and after-school credit recovery options	- Establish baseline calculation for Students on track to graduate; - 60% of all students passing all courses	Jan 2012 June 2012	Office of Transformation Support / Principal / Credit Recovery Staff
Strategy # 4.2.1  Hire a College and Career Coach to create a comprehensive college readiness program	- Increase college enrollment rate to 83%	June 2012	Office of Transformation Support / Principal / College and Career Coach
Strategy # 4.2.2  Offer Phoenix Rising summer programming for academic, enrichment and leadership skill development in addition to college visits and readiness skills	- Increase college enrollment rate to 83%	June 2012	Office of Transformation Support / Principal / Phoenix Rising Staff
Strategy # 4.3.1  Expand the number of AP course offerings for students demonstrating a readiness for college level courses	- Increase AP enrollment to 32.9% - Increase % of students scoring 3 or better by 5%	June 2012 June 2012	Office of Transformation Support / Principal / AP Staff
Strategy # 4.3.2  Offer a Jump Start Summer program to ensure that students have core skills for AP success	- Increase AP enrollment to 32.9% - Increase % of students scoring 3 or better by 5%	June 2012 June 2012	Office of Transformation Support / Principal / AP Jump Start Staff
Strategy # 4.3.2  Launch a pilot Dual Credit program for students demonstrating readiness for college level courses	- Establish dual enrollment program; enroll first cohort of students	June 2012 June 2012	Office of Transformation Support / Principal / City Colleges of Chicago

					ATTACHMENT 8	
					Page <u>14</u> of <u>14</u>	
DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, T	YPE CODE DI	STRICT NCES #	sc	DURCE OF FUNDS CODE	
Chicago Public Schools / 299	15-016-299-025	5 17	709930		-12	
	FY 2012 ARRA School Improv Individual Sch	vement Grant - Sec	tion 1003(g)			
SCHOOL NAME		SCHOOL NCES #	!			
North Lawndale College Prep		170993003474 X TIER I TIER II				
Directions: Identify the school level strategies to be impleted be specific, measurable, attainable, realistic, and time bot position responsible for overseeing that the strategy is considered.	und (S.M.A.R.T.). For each strategy					
LEA Goal #		LEA Objective #				
Create a stable learning climate		5.1 (Implement ne	ew discipline processes) - 5.2	(Create st	udent social/emotional supports)	
Individual School Strategy	Evidence of Impr	ovement 🗼 🦫	Target Date for Co	mpletion	Responsible Person or Position	
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul> <li>Full implementation of five-part</li> <li>All teachers will demonstrate im performance level on a minimun within the Charlotte Danielson F</li> </ul>	provement of n of five elements	August 2011     November 2011	·	Instructional Coaches     Principal	
Strategy # 5.1.1  Create a Restorative Justice Dean position responsible for providing targeted restorative justice supports for students who are disruptive in the classroom.	- Decrease discipline incidents by each semester (establish true bas - Achieve an average 4.0 (5.0 sca Climate survey	eline in Q1 2011)	June 2012		Office of Transformation Support / Principal / Restorative Justice Dean	
Strategy # 5.1.2  Work with Children's Memorial Hospital to develop a system to provide student social and emotional supports and interventions	- Decrease discipline incidents by 10% from baseline each semester (establish true baseline in Q1 2011) - Achieve an average 4.0 (5.0 scale) on Culture and Climate survey		June 2012		Office of Transformation Support / Principal / Children's Memorial Hospital	
Strategy # 5.1.3	- Decrease discipline incidents by	10% from baseline	June 2012		Office of Transformation	
Use the Gathering for Justice model with professional development for teachers in techniques to improve the learning environment	each semester (establish true bas - Achieve an average 4.0 (5.0 sca Climate survey	eline in Q1 2011)	June 2012		Support / Principal / Gathering for Justice	
Strategy # 5.2.1	- Decrease discipline incidents by	10% from baseline	June 2012		Office of Transformation	
Establish a Care Team to review disruptive student referrals to identify appropriated student interventions	each semester (establish true bas - Achieve an average 4.0 (5.0 sca Climate survey	eline in Q1 2011)			Support / Principal / Care Team	
Strategy #						

Strategy # \_\_\_\_

## **ABSTRACT**

North Lawndale College Prep (NLCP) is a charter school within Chicago Public Schools (CPS), serving 741 students in grades 9-12 on two nearby campuses. Roughly 98% of the student population is black, and 95% comes from low-income families. NLCP is located in its namesake community, five miles southwest of the Loop in Chicago. It is home to some of Chicago's poorest black residents. Most of North Lawndale's industries now employ people who commute in only to work. As a result, the local consumer base has become poorer and many more residents are renters (68%). Currently, the unemployment rate is 18.3%, with roughly 59% of the 20 to 24 year-olds without jobs. In the past year, 40.7% of North Lawndale's families' incomes fell below the poverty level. Fewer than 32.8% have high school degrees, and 6.3% have a college degree. In addition, anywhere from 5-8% of the target area students undergo homelessness during the course of an academic year. The recession has been particularly hard on the North Lawndale school community as random violence, homelessness, chemical addiction and incarceration have also impacted NLCP students.

Through the Needs Assessment it was clearly demonstrated NLCP has shown remarkable progress in a number of student performance metrics, while others lag well below expectations. NLCP has been identified as a school ready to take their students to new heights through a reform effort centered on additional technical assistance and a short-term infusion of resources. The majority of NLCP students on academic probation are male; their GPA's are typically 0.5 points lower than their female counterparts. On average, 9<sup>th</sup> grade students come in reading at the 6th grade levels according to Lexile scores. A full 85% of NLCP students would be first generation college students, with less than half of NLCP parents possessing a high school diploma.

In 2009, as a vital component of a reform initiative, Nicole Howard was promoted as the new Principal of NLCP, inheriting a school with consistently low Meets/Exceeds on PSAE Math and a pattern of declining results in Reading. Ms. Howard immediately focused on improving student achievement, resulting in increased PSAE Reading (14.9% M/E – 2009 to 17.8% M/E – 2010) and PSAE Math (11.5% M/E – 2009 to 16.5% M/E – 2010) scores. These improvements have given the students and faculty encouragement, as well as other indicators that NCLP is ready to make dramatic improvements. For example, NLCP's 74% high school graduation rate in 2010, which has been consistent for three years, is among the highest of all non-select enrollment high schools in CPS. Similarly, the attendance rate of 93.1%, also one of the highest rates of any CPS high school, has been consistent for a number of years. There are relatively few discipline incidents in the school, with only 124 incidents reported in 2010. The issues of NLCP have centered on an inconsistent pattern of student achievement, particularly with low PSAE results, even considering the recent gains.

From January through March 2011 a team of community stakeholders—the entire school staff; the NLCP Board of Directors; Parent Advisory Council; and students, parents and community representatives—contributed to a comprehensive Needs Assessment for NLCP. This process, facilitated by the Chicago Public School's Office of School Improvement (OSI), examined all school data in depth through the course of several meetings. After a survey of the school's strengths and weaknesses, it was determined that the Transformation model would provide the best fit for NCLP, and the CPS Office of Transformation Support, an internal Lead Partner, was selected to lead this effort. OTS was selected from among available internal and external Lead Partners because of their previous successful experience managing school improvement efforts in CPS high schools, including successful work in the North Lawndale

community. OTS will be managed through a multi-year engagement, as are all Lead Partners, by OSI. The primary role of OTS is to build the capacity of the school through the implementation of new systems and structures that will produce and maintain high student achievement outcomes.

To meet the CPS School Improvement Grant Project Goals, as outlined in the LEA Narrative (and Attachment 4), OTS and the NLCP School Leadership Team will implement the following strategies to enact meaningful and lasting positive change for the students on NLCP:

- A Curriculum Mapping Project that will employ the Backwards Design method to align
  the curriculum to the Common Core Standards. This will ensure that NLCP is able to
  develop a college-going culture, arming students with the skills necessary to be
  successful in their post-secondary pursuits.
- Support for the learning needs of all students through new technology that will assist with differentiated instruction; the establishment of smaller learning communities; professional development specifically designed to help teachers work more effectively with Special Education students; credit recovery and basic skills remediation for students who fall behind or are at-risk of doing so; an Early Warning System that is able to identify in advance students at-risk of falling behind; AP and Dual Enrollment courses; and a summer leadership program.
- A new Data System to track key student data in multiple areas that will give teachers
  feedback on student progress and allow the School Improvement Team to chart progress
  towards goals and objectives. A Data Analyst will provide detailed data analytic support
  for school teams and ongoing operational management of school-based data systems.

Data Coaches will provide intensive training, coaching and support to staff on how to use the data.

- Instituting a Culture of Peace program aimed at a creating a safe and nurturing environment that will serve as the foundation for increased student achievement. The program will include social services, such as group counseling provided by two new counselors trained by experts from Children's Memorial Hospital in Chicago. Through a Restorative Justice program, overseen by a new Restorative Justice Dean, students and staff will be trained in non-violent conflict resolution skills by The Gathering for Justice, a national not-for-profit that employs the tactics of Dr. Martin Luther King, Jr. to help resolve conflict peacefully.
- The establishment of a College and Career Readiness Center, staffed by a full-time College & Career Coach to work with students and families, helping them navigate the path towards successful matriculation and continued achievement in their post-secondary lives. Because so many of NLCP's students will be the first in their families to attend college, applying to and choosing a college can be very confusing, and these students might have nowhere else to turn for guidance.
- Extensive year-long Professional Development on a wide range of pertinent topics for all levels of staff, from school leadership personnel to classroom teachers to school support staff.

# 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) NEEDS ASSESSMENT Cover Page

DISTRICT NAME AND NUMBER		NAME OF SCHOOL		
Chicago Public Schools / 299		North Lawndale College Prep		
REGION, COUNTY, DISTRICT, TYP	E CODE	CHECK (✓) ONE ONLY		
15-016-299-025		✓ Tier I School Tier II S	School	
SCHOOL 2010: FEDERAL ACADEM	IC STATUS	SCHOOL 2010: STATE ACADEMIC	STATUS	
8 Years in School Improvement		Academic Watch Status		
DISTRICT ADDRESS (Street, City, S	itate, 9 Digit Zip Code)	SCHOOL ADDRESS (Street, City, S	tate, 9 Digit Zip Code)	
125 S. Clark Street, Chicago, IL (	60603-5200	1615 S. Christiana Avenue, Chic	cago, IL 60623-2653	
NAME OF SUPERINTENDENT/AUT	HORIZED OFFICIAL	PRIMARY CONTACT		
Albert Sanchez, Director, Externa	al Resources	Randel Josserand, Director, Offi	ce of School Improvement	
TELEPHONE (Include Area Code)	FAX (Include Area Code)	TELEPHONE (Include Area Code)	FAX (Include Area Code)	
773-553-1543	773-553-2532	773-535-8665	773-535-8096	
SUPERINTENDENT/AUTHORIZED	OFFICIAL E-MAIL ADDRESS	PRIMARY CONTACT'S E-MAIL ADD	DRESS	
asanchez@cps.k12.il.us		rbjosserand@cps.k12.il.us		

#### Part I: Team and Process

## Developing a District/School Improvement Team

The district/school improvement team is responsible for organizing and leading the Needs Assessment process. We recommend that the team is comprised of a cross section of district and school staff involved in district and school improvement, professional development, NCLB coordination, special education, student services, fiscal matters, union representation, testing and data analysis, curriculum and instruction, and the school board. Parents and other community stakeholders should also be represented on the team. Moreover, participation of the superintendent is essential.

The district/school improvement team should be large enough to get diverse perspectives on the district and the individual school's efforts, yet small enough to ensure the team can meet regularly to complete the analysis. Research and experience indicate that the *process* of choosing a school improvement model rivals the strategy itself in importance for successful change. Involving school teams—with the current school leader, staff, parents, and others who have a large stake in each school's success—in decisions about their own schools can help the district make better informed decisions and reduce resistance to dramatic changes. (see Appendix A: Tool 1 Roadmap)

District/School SIG 1003(g) Improvement Team Membership

NAME	TITLE/POSITION	REPRESENTING
Nicole Howard	Principal	North Lawndale College Prep
Mary Beck	Assistant Principal	North Lawndale College Prep
Senita Murphy	Assistant Principal	North Lawndale College Prep
Geneva Morrow	Co-Chair	Parent Committee
Melissa Sanders	Co-Chair	Parent Committee
Chris Kelly	Chief Operations Officer	North Lawndale College Prep
Brian Weed	Chairman	North Lawndale College Prep Board of Directors
John Horan	President	North Lawndale College Prep

#### **Record Keeping Requirement:**

Each time the team engages in an activity related to the Needs Assessment, <u>complete an LEA/School Stakeholders Consultation</u> Confirmation form as evidence of the session. Submit the signed completed forms in Part I of each school's FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER

REGION, COUNTY, DISTRICT, TYPE CODE

240 000 005

NAME OF SCHOOL

Chicago Public Schools / 299 15-016-299-025

North Lawndale College Prep

## Part II. School Performance - Data and Analysis (continued)

#### STUDENT ACADEMIC PERFORMANCE

NOTE: Use the school trend data that is posted at the Interactive Illinois Report Card (<a href="http://iirc.niu.edu/">http://iirc.niu.edu/</a>) in the 2010 School Improvement Plan - Section I-A Data & Analysis - Report Card Data. The school administration has the password to retrieve this data on behalf of the district/school improvement team.

#### STUDENT ACADEMIC PERFORMANCE

10. Based on the grades served by the school, enter the percentage of <u>all students</u> who tested as proficient or better on the state assessment test for reading and mathematics.

REAL PROPERTY OF THE PROPERTY	SAE	2007	2008	2009	2010
Grade 11	Reading	35.6	15.3	14.9	17.8
Grade 11	Mathematics	22.1	21.2	11.5	16.5

11. Using the <u>2010 state assessment data</u>, what is the percentage of students in each subgroup who tested proficient or better on the state assessment test (PSAE) for reading and mathematics?

			PSA	AE – Grade 11			
Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian, Pacific Island	Native American	English Language Learners	Special Education
Reading	n/a	18	n/a	n/a	n/a	n/a	0
Mathematics	n/a	17	n/a	n/a	n/a	n/a	6

12. Using the <u>2010 state assessment data</u>, what is the student participation rate on the state assessment in reading and mathematics by student subgroup?

			PSAE - Grad	le 11- Participation	Rate		
Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian, Pacific Island	Native American	English Language Learners	Special Education
Reading	n/a	97.5	n/a	n/a	n/a	n/a	94.4
Mathematics	n/a	97.5	n/a	n/a	n/a	n/a	94.4
		2010 GR	DUATION RAT	E (HIGH SCHOOLS	S ONLY)		
All Students	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian, Pacific Island	Native American	English Language Learners	Special Education
100%	n/a	98.5	n/a	n/a	n/a	n/a	n/a

2008

n/a

2009

n/a

2010

n/a

Enter the percentage of limited English proficient students who attained English

language proficiency.

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

# Part II. School Performance - Data and Analysis (continued)

号"下海"。"是"(A. A. B. C. A. A. B. C. A.	SCHOOL INFORMATION		
	2008	2009	2010
Number of minutes within the school year	65,400	65,400	65,400
Student attendance rate (%)	94.1	91.6	93.1
Student mobility rate (%)	5.3	13	9.8
Discipline Incidents	75	113	124
Truancy rate (%)	3.4	8.8	6
High School Dropout rate (%)	2.8	6.1	4.6
High School Graduation rate (%)	74%	69%	74%

Note: Responses for the following items will need to be provided by the district and/or school. It is possible that some of the requested data are not available. In this case, insert NA for "not available."

Number and percentage of students completing advanced placement (AP) coursework	27.7%	28.8%	27.9%
Number and percentage of students who completed the International Baccalaureate (IB) classes	0	0	0
Number and percentage of students who completed advance mathematics	54 / 12%	52 / 8%	73 / 10%
Number of high school students who completed both advanced coursework and dual enrollment classes	0	0	0
College enrollment rate (%)	75.8	78.3	n/a
Teacher attendance rate (%)	92%	94%	93%
Distribution of teachers by performance level on LEA's teacher evaluation system.	11 / 71 / 18% (1)	13 / 73 / 14%	17 / 72 / 11%

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

NAME OF SCHOOL

Chicago Public Schools / 299 15-016-299-025

North Lawndale College Prep

## Part II. School Performance - Data and Analysis

	2007-2008	2008-2009	2009-2010
Grade levels currently served (e.g., 9-12)	9-12	9-12	9-12
2. Total enrollment	463	653	741
3. % Free/Reduced Lunch Students	97	95	95.4
4. % Special Education Students	n/a	n/a	10.3
5. % English Language Learners	n/a	n/a	n/a

<ol><li>Home Languages of English Language Learners (list up to 3 most frequently repres</li></ol>	resente	tec
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7. Briefly describe the neighborhoods and communities served by the school. (Limit comments to space provided.)

North Lawndale College Prep High School is located in its namesake community, five miles southwest of the Loop in Chicago. It is home to some of Chicago's poorest black residents. Jonathan Kozol devotes a chapter of Savage Inequalities: Children in America's Schools to North Lawndale, which he says a local resident called "an industrial slum without the industry." At the time, it had "one bank, one supermarket, 48 state lottery agents ... and 99 licensed bars." Most of North Lawndale's industries now employ people who commute in only to work. As a result, the local consumer base has become poorer and more rent bound (68%). Currently, the unemployment rate is 18.3%, with roughly 59% of the 20 to 24 year-olds without jobs. In the past year, 40.7% of its families' income fell below the poverty level. Fewer than 12.2% of those residents 25 years or older have a 9th grade education, less than 32.8% have high school degrees, and 6.3% have a college degree.

Over two-thirds of NLCP students come from the North Lawndale community, with the remaining third coming almost entirely from Chicago's West Side. In addition, anywhere from 5-8% of the target area students undergo homelessness during the course of an academic year. Crime activity is a problem, particularly crime involving drugs and gangs. Of police reports filed over the last year, 10.5% and 18% were drug or gang related activity, respectively; another 4% were for troubled buildings and 24% for other criminal activities. These reports included three of our students, who in 2009 were victims of violent crimes.

The Stean Family Foundation, founded in 1986 spearheaded the revival and continues to work with community and businesses to build and enhance North Lawndale. Other area organizations include the Lawndale Community Health Center, which is dedicated to providing quality healthcare for all residents, and the Better Boys Foundation, which offers long-standing after-school programs that help keep neighborhood youth off the streets. The North Lawndale Employment Network was selected as one 6 winners of the Chicago Magazine 2009 Green Awards. In April 2010, North Lawndale Development Corporation celebrated the opening of the Dr. King Legacy Apartments at the site Dr. King picked as the base for the Northern Civil Rights Movement.

8. Briefly describe any recent changes (within the last three years) in the community and school that have had a positive and/or negative impact on the enrollment, climate, and culture of the school. (Limit comments to space provided.)

More 8th graders from the west side are getting into selective enrollment high schools. Consequently, the NLCP entering 9th graders are coming in with significantly lower reading, writing and numeracy scores. NLCP must remediate these academic deficiencies, keep freshmen on track with credits and establish the behaviors necessary for achievement.

The recession has been particularly hard on the North Lawndale community. Random violence, homelessness, chemical addiction and incarceration have impacted our students. The need to sustain and deepen NLCP's culture of Peace is more important than ever before. Providing rigorous social services for young people traumatized by violence has to be part of our work since all of these hard realities impact students' ability to learn. High academic expectations must be matched by rigorous social emotional support. Although these issues are not new, they are occurring in greater numbers and with more intensity. For instance, homelessness which usually impacts around 5% of our students, is now occurring at 8 - 10% rates. We have had great success in running groups for trauma, chemical addiction, anger management and grief counseling. We need to expand these therapeutic resources so students have more energy and long term relief in order to focus on their academic work.

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

# Part II. School Performance - Data and Analysis (continued)

# School Improvement Efforts – Previous and Current

9. Briefly summarize previous and current school reform and improvement efforts that occurred within the last five (5) years, and identify which elements were **not successful**. (If applicable), also identify any specific elements of the effort that were successful.

#### For example:

- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
- District provided instructional coach but coach was not able to have an impact due to only visiting the school twice per quarter.
- Adopted a block schedule for math and reading but inadequate professional development funds limited ability of teachers to change instructional approach and fully utilize longer instructional blocks.

Year (s)	Reform/School Improvement Effort	Not Successful and Reason	Successful and Reason
August 07	NLCP Begins a new campus doubling the number of students served to 900		
2008-2009 Academic Year	Instituted a Reading and Writing Initiative Across the Curriculum	PSAE Reading and Writing scores remain flat. Inconsistent implementation	Ashioved School wide gool
August 2008 - present	Deepening NLCP Culture of PEACE within the school– training of staff and students in Non Violent Conflict Resolution, establishment of Peer Juries and Peace Committee –		Achieved School wide goal of more than 90% of days without any physical altercations
August 09 - present	Large number of 8th graders coming to NLCP with significant literacy challenges – creation of Read 180 program, System 44, a school wide Reading Initiative and Writing Centers at both campuses	Didn't have money to extend support to every student. Great need to expand program	
2009-2010 Academic Year	Continued refinement of system of college visits, college selection and application and scholarship awards		NLCP ranks #7 in city for graduates enrolled in college - only selective enrollment schools do better
2010-2011 Academic Year	Change from trimester to semester schedule to: utilize both block schedule 90 minutes and 60 minute classes, Create daily Advisory period of 30 minutes with creation of a specific advisory curriculum, require 24 total credits	Need help in developing high quality and age specific advisory curriculum	Better balance to schedule
2010-2011 Academic Year	Establish Safe Passage around our campuses – security to and from school has been a major challenge – need to establish Safe Passages utilizing parent and community resources	Unable to sustain a consistent parent presence - need additional parent coordination	
2010 – 2011 Academic Year	Need to show dramatic improvement in PSAE results — development of Academic Improvement Plan and implementation of PBIS (Positive Behavior Interventions and Supports)	PBIS implementation is inconsistent. Need more faculty PD. PSAE scores have been flat.	Curriculum Framework Project is embraced by faculty - clear plan for growth over the next 3 years.
		Transformation Grant support will allow NLCP to put together technology infrastructure to gather PBIS data, interim assessment data and	
		PSAE data in a timely and efficient way. Additionally, Transformation Grant will supply extra teacher help to write CFP curriculum.	

DISTRICT NAME AND NUMBER

REGION, COUNTY, DISTRICT, TYPE CODE

NAME OF SCHOOL

Chicago Public Schools / 299

15-016-299-025

North Lawndale College Prep

## Part II. School Performance - Data and Analysis (continued)

Please respond to the following questions based on the analysis of the above school performance data. (Limit comments to space provided.)

13. Which students are meeting or exceeding the district's achievement expectations and which are not?

17.8% of our students are meeting or exceeding the PSAE achievement expectations in Reading and 16.5% in Math. For the last three years EXPLORE scores have ranged from a low of 12.9 to a high of 14.9. Most of the students meeting or exceeding PSAE standards entered NLCP with an EXPLORE composite of 14 or higher. Students not meeting or exceeding standards are coming in with EXPLORE scores 13 or lower. As more quality high school options come on line, our future students will likely come in with lower EXPLORE scores. Our reading scores have fluctuated from a high of 35.6% meeting or exceeding standards in 2007 to a low of 14.9 in 2009. NLCP's challenge is to accelerate the growth from freshmen EXPLORE scores to the ACT. Students cannot make the typical gains of 13 EXPLORE, 15 PLAN and 17 ACT. The percentage of students entering with a 14 or higher EXPLORE score is closely related to the percentage of students meeting or exceeding standards on the PSAE. The majority of our students fall just below the cut scores used to determine the meets or exceeds standards category for the PSAE.

14. What patterns of achievement are evident over time?

PSAE scores over time indicate inconsistent levels of achievement in Reading and Math. Our growth from entry metric is also low resulting in composite ACT scores that stay in the high 15, low 16 range given EXPLORE scores in the 13 - 14 range. We have never achieved a composite school score of 17 in the school's history. Internal data from the past six years show that our freshmen on track rates range from a high of 78% to a low of 66%. Our student transiency rates are low (ranging from 5.3 to 13%) and our attendance rates range in the 93 - 94% range. Our high school graduation rates are typically in the 75 - 78% range and our college matriculation rates have gone up every year and now stands at 78%. NLCP must drop our transiency rates, increase our freshmen on track records with more intentional interventions, increase our students' growth from entry and increase our composite ACT scores to 18 over the next 3 years. The stagnation in scores experienced over the past three years is largely due to the fact that the focus of teacher instruction has not matched what is required for ACT success. Our instruction has focused on getting students into and through college and our data shows that NLCP has been very successful in this area. But this instruction is misaligned with what is required for ACT success.

15. In which subjects are students experiencing the lowest achievement?

Although our Math scores are lower than our reading scores, students are experiencing the greatest growth from entry to PSAE in Math. Our Readings scores are higher, but there has been less growth from entry in Reading. This low growth from entry in Reading predictably results in lower achievement in Science, Social Studies and Literature, all of which have heavy reading components. Over the last two years, NLCP has instituted extra reading help for freshmen, utilizing READ 180 and System 44. These resources, while highly effective, were limited by budget constraints. We were only able to provide this assistance to the lowest 30% of our freshmen (roughly 70 students). These students have shown remarkable improvement with over 75% of the students showing at least a 1.5 year growth in Reading. All of our freshmen need extra help in reading in light of low EXPLORE scores and Lexile scores. In addition, this extra reading assistance needs to go beyond freshmen year. Our students need twice the growth from freshmen starting points in reading to the ACT in order to bring the majority of our students to the proficient or better ranking on state assessment tests

16. What characteristics of the student demographics should be taken into account in selecting an intervention model and Lead Partner?

99% of our students are African American. 95% of our students are low income and receive free or reduced lunch. Our population is 53% female and 47% male. The majority of our students on academic probation are male. Our female students' composite GPA typically runs .50 points higher than our males. Our 9th graders typically come from over 35 feeder schools across the west side. There is a wide diversity in student behavior and students' academic performance. On average, our students come in reading at the 6th grade levels according to Lexile scores. Over 85% of our students will be first generation college students. These demographics mean that NLCP must select a Lead Partner and interventions to i) expand our summer programming for incoming freshmen in the core courses, ii) analyze performance data from multiple assessments in order to improve instruction, iii) establish a curricular framework which tactically improves student growth from entry metric.

17. What characteristics of the district's and school's past experience with reform and school improvement efforts should be taken into account in selecting an intervention model and Lead Partner?

In the past, NLCP has used ACT preparation classes during and after the instructional day to improve our scores. Our scores have remained stagnant. We have adopted block scheduling and trimester schedules with no significant improvement in PSAE scores. We instituted programs to teach writing and reading across the curriculum, and while we showed improvement in writing, our reading scores continue to be unacceptably low. We have not perfected a data management system that is integrated, timely, comprehensive and accurate, helping us to analyze student performance and adjust instructional practices accordingly. We have adopted many school improvement models, but have sustained none of them over the long haul. Our past experience shows that we must select a school improvement plan that has shown demonstrable success with a similarly situated population, establish efficient data systems and ensure that our professional development and teacher staffing improves our ability to implement such a plan.

Note: Before moving on to Part III, please make sure that the team has completed Parts I & II for each school the district seeks to fund.

#### **School Proposal Narrative**

#### Section I: Overview and Rationale

Section I / A. North Lawndale College Preparatory High School (NCLP) was selected to participate in this application through a comprehensive evaluation of available Chicago Public School Tier I/II schools as part of a district effort to identify schools that are primed for a successful reform. NLCP opened in 1997 as part of a major reform effort by the Chicago Public Schools, and is a neighborhood charter school financially supported on a per-pupil basis by the district. NLCP is a CPS high school, with a separate board of directors, and operates as part of the district under a charter that is evaluated every five years. The school is located in its namesake community, five miles southwest of the Loop in Chicago. It is home to some of Chicago's poorest black residents. Most of North Lawndale's industries now employ people who commute in only to work. As a result, the local consumer base has become poorer and more rent bound (68%). Currently, the unemployment rate is 18.3%, with roughly 59% of the 20 to 24 yearolds without jobs. In the past year, 40.7% of North Lawndale's families' incomes fell below the poverty level. Fewer than 32.8% have high school degrees, and 6.3% have a college degree. In addition, anywhere from 5-8% of the target area students undergo homelessness during the course of an academic year. The recession has been particularly hard on the North Lawndale school community as random violence, homelessness, chemical addiction and incarceration have also impacted NLCP students. From January 2011 through March 2011 a team of community stakeholders - the entire school staff; the NLCP Board of Directors; Parent Advisory Council; and students, parents and community representatives - contributed to a comprehensive Needs Assessment for NLCP. This process, facilitated by the Chicago Public School's Office of School Improvement (OSI), examined all school data in depth through the course of several meetings. Through the Needs Assessment it was clearly demonstrated NLCP has shown remarkable progress in a number of student performance metrics, while others lag well below expectations. NLCP has been identified as a school ready to take their students to new heights through a reform effort centered on additional technical assistance and a short-term infusion of resources.

At NLCP 99% of the students self-identify as African American, with 95% qualifying for the Federal Lunch Program. The majority of NLCP students on academic probation are male, with GPA's typically 0.5 points higher for females. On average, 9<sup>th</sup> grade students come in reading at the 6th grade levels according to Lexile scores. A full 85% of NLCP students would be first generation college students, with less than half of NLCP parents possessing a high school diploma. Like many CPS schools, there is no clear feeder pattern from elementary schools, with 35 different elementary schools routing students into its freshman class. These figures are consistent with all CPS neighborhood high schools. While NLCP is identified as a Tier I school, there are defined strengths from which to build. NLCP recorded a 74% high school graduation rate in 2010, which has been consistent for three years and among the highest of all non-select enrollment high schools in CPS. Similarly, the attendance rate of 93.1% has been consistent for three years and also is among the highest of any CPS high school. There are few discipline incidents in the school, also among the lowest of all neighborhood high schools with only 124 incidents reported in 2010. The issues of NLCP have centered on an inconsistent pattern of student achievement, particularly with low PSAE results. In 2009 Nicole Howard was promoted as the new Principal of NLCP, inheriting a school with consistently low Meets/Exceeds on PSAE Math and a pattern of declining results in Reading. Ms. Howard immediately focused on improving student achievement, resulting in increased PSAE Reading (14.9% M/E - 2009 to 17.8% M/E - 2010) and PSAE Math (11.5% M/E - 2009 to 16.5% M/E - 2010)scores. This new leadership focus has also exposed a number of deficiencies that require additional resources and intensive technical assistance to ensure the students of NLCP reach their full potential. There is a significant disconnect between the high attendance and graduation rates, and low student achievement on PSAE that must be addressed. The students are there and graduating, but the quality of instruction and student skill acquisition is dangerously low. The leadership of NLCP recognizes the need for additional support to improve the school, while the Chicago Public Schools has recognized that the school has a firm foundation upon which to build as evidenced through the high attendance and

graduation rage, along with the low student discipline rate. In short, CPS has identified NLCP as an ideal

candidate for reform, and firmly believes the school will very quickly elevate student achievement and be removed from probation through this grant bringing new necessary school systems and a highly focused and rigorous curriculum.

The Restart and Turnaround models would not be effective here. As a charter school, NLCP's teachers are not part of a union and are at-will employees. The current leadership has been able to lead the school to high rankings in several key indicators of school success, and momentum would be lost. Closing the school would distribute the students to other neighborhood schools, mostly with similar to lower performance, and cause an undue disruption to them and their families.

Section I / B. The NLCP selected an internal lead partner, the Office of Transformation Support (OTS), to guide the school through its school reform initiative. OTS was selected from among available internal and external Lead Partners because of their previous successful experience managing school improvement efforts in Chicago High Schools, including successful work in the North Lawndale community. OTS will be managed through a multi-year engagement, as are all Lead Partners, by the Chicago Public Schools Office of School Improvement (OSI). The primary role of the Office of Transformation Support (OTS) is to build the capacity of the school through the implementation of new systems and structures that will produce and maintain high student achievement outcomes. To accomplish this, the Lead Partner (OTS) will leverage the nationally recognized work of the CPS Office of School Turnaround to implement the CPS Whole School Improvement Model. See Appendix IB – Whole School Improvement Model Outline OTS will be granted the following specific roles and responsibilities, which will be detailed throughout the proposal:

- Human Capital OTS will be directly involved in the recruitment, selection, and placement of
  professional staff at NLCP, including administrative staff. See LEA Appendix III.A.3, OSI Hiring
  Process
- Strategy Design OTS utilizes seven combined decades of successful school reform experience among its staff to lead the design of a comprehensive School Improvement Plan, including directing the development and implementation of strategies, systems, and programs to support successful school reform.
- Performance Management System OTS will direct a redesign of the school structure to support
  implementation of a fully developed Performance Management system. Key student metrics and
  fidelity of system/program implementation will be reviewed through a series of weekly meetings,

- and monthly "deep dive" reviews that will include deep analysis of performance metrics with observational data.
- School Climate & Culture OTS will be empowered to fully implement the climate and culture systems called for under the Whole School Improvement Model, including development of a classroom learning environment that maximizes learning; early warning systems and targeted student interventions; restorative justice; and college and career readiness.
- Community Engagement OTS will have authority to fully implement a Community Engagement program, including fully entrenching the Asset Based Community Development (ABCD) model in partnership with Northwestern University.
- Extended Programming OTS will collaboratively assume responsibility with the School
  Leadership Team for the programmatic operations of the school, having the right to create, modify
  or eliminate existing academic, social/emotional, extracurricular, or co-curricular programs.
- Interim Assessments OTS will implement interim assessment and formative data analysis aligned to the Common Core Standards; and, facilitate the development among NLCP staff of Common Course Assessments fully aligned to the Common Core.
- Compensation Reform OTS will work with NLCP to develop a new staff evaluation system with performance ratings aligned to compensation and promotion.
- Additional Responsibilities OTS will have Co-responsibility with the School Leadership Team
  (SLT) for developing and implementing the School Budget; evaluating programs, modifying
  services and designing necessary interventions informed by data through the Performance
  Management system; and, the ability to work with the School Improvement Team to modify school
  calendars, schedules and creation of school policies.

The School Improvement Officer (LEA), Director of Transformation Support (Lead Partner), and the Principal will each have co-equal responsibility and accountability for all student outcomes. The Office of School Improvement, as the LEA lead agency, will provide ongoing support as well as manage any risks toward the successful implementation of the School Improvement Plan at the district level, and ensure the Lead Partner is delivering services and supports as outlined. The Lead Partner, having a daily school presence, will have a significant role in day-to-day school functions.

Section I / C. The Office of School Improvement (OSI), as the LEA supervising agency, will monitor implementation of the School Improvement Plan by the Office of Transformation Support (Lead Partner) and NLCP School Improvement Team. OSI will monitor project implementation through weekly on-site Project/Performance Management Meetings, which bring together the School Leadership Team (SLT), Instructional Leadership Team (ILT) and Lead Partner. Additionally, OSI will conduct independent "deep dive" reviews of each school's performance against identified student performance targets during

monthly **Strategic Management** Meetings and **Site Visits/Classroom Observations**. See Appendix C for <u>OSI Job Descriptions</u>.

Name	Title	Organization	Percent On-Site
Don Fraynd	School Improvement Officer*	OSI	2.5%
Randel Josserand	Director of High School*	OSI	10%
Gavin Doughty	Director of Strategic Management*	OSI	10%
TBD	Knowledge Management Specialist***	OSI	20%
TBD	Data Analyst***	OSI	15%
TBD	Project Management Support Specialist***	OSI	25%
Glen McCarthy	Family & Community Engagement Manager*	OSI	5%

The Office of Transformation Support (OTS), as the Lead Partner, will have a significant role and several responsibilities at the school on a day-to-day basis. The Director of the Office of Transformation Support and the building Principal hold ultimate accountability for student achievement at the school. See Appendix C for OTS and ILT Job Descriptions

Name	Title	Organization	Percent On-Site
Orlando Ramos	Director / OTS***	OTS	25%
Angie Alleman	Senior Project Manager***	OTS	25%
TBD	Project Manager***	OTS	100%
TBD	Data Analyst (0.5 FTE)***	OTS	100%
TBD	Data Coach (0.5 FTE)***	OTS	100%
John Horan	President**	NLCP	100%
Chris Kelly	Chief Operating Officer**	NLCP	100%
Nicole Howard	Principal**	NLCP	100%

The Principal will oversee all aspects of School Improvement, with support from the OTS Director. All Office of Transformation Support staff report to the Director of OTS. In addition to the roles outlined above, there will be other positions added to the school through this application. Positions will be filled through a comprehensive process. All of the individuals that will be hired to the school level will have a direct report to the building Principal. See Appendix C, for Job Descriptions; see LEA Appendix II.A.3 – OSI Hiring Process

Title	Organization	Percent On-Site
Community Connector	NLCP	100%
Restorative Justice Dean	NLCP	100%
Student Advocate	NLCP	100%
2 Counselors	NLCP	100%

College and Career Coach	NLCP	100%
Data Coach	NLCP	100%
Project Management Specialist	NLCP	100%
Department Chairs (5 freed teachers)	NLCP	100%

## Section II: Proposed Activities

Section II / A. The Chicago Public Schools has developed a comprehensive researched-based school reform model, the CPS Whole School Improvement Model, to support turnaround and transformation. All external lead partners must demonstrate they have comparable components in their reform model to work in CPS, but internal Lead Partners utilize the Model exclusively. See Appendix 1B – Whole School Improvement Model Description

The recession has been particularly hard on the North Lawndale community. Random violence, homelessness, chemical addiction and incarceration have impacted NLCP students, increasing the need to sustain and deepen NLCP's Culture of Peace than ever before. Providing rigorous social services for young people traumatized by violence has to be part of the school's work since all of these hard realities affect students' ability to learn. In this climate, high academic expectations must be matched by rigorous social emotional strategies to support student immersion in academic learning. Although these issues are not new, they are occurring in greater numbers and with more intensity. For instance, homelessness which usually impacts around 5% of our students is now occurring at nearly a 10% rate. NLCP has had great success in running groups for trauma, chemical addiction, anger management and grief counseling, but plan to expand these therapeutic resources so students can gain energy and long term relief in order to focus on their academic work through this grant.

In contribution toward an improved school climate, two additional Counselors are being added under this SIG proposal to provide additional therapeutic group counseling. Working with students who have experienced traumatic life events will be the focus, and special training and support from the Chicago Children's Memorial Hospital will support the counseling team to develop and deliver the highest quality student support services. The staff members of Children's Memorial are nationally recognized teenage

trauma specialists, and have experience developing highly effective counseling support systems in schools.

Strengthening the school's culture is assignment number one. Without a calm, orderly, safe and mission-driven culture, there can be no significant progress in student learning. NLCP will enhance and deploy a number of strategies to create this culture, centered on the philosophy of **Restorative Justice**.

Students and staff are trained in non-violent conflict resolution skills through The Gathering for Justice, a national not-for-profit that employs the tactics of Dr. Martin Luther King, Jr. (Kingian Nonviolence) in helping to resolve conflict peacefully. The entire faculty will receive training through this grant in the summer of 2010. Between 50 and 75 students are trained as well to serve as "Peace Warriors" in helping to identify conflict before it happens and to assist adults in non-violent conflict resolution.

Fights are rare, but when students choose to "break the peace", they must go through a 2 day "Learning to Rise" re-training in the NLCP culture of peace methods. This two day retraining takes the place of multiple-day out of school detentions which puts students further behind academically. For the past two years, every student who has been through "Learning to Rise" has not been involved in a subsequent fight. Peer Juries are also employed to assign more restorative acts for students who choose to disrupt peaceful school environments. To coordinate these activities, a **Restorative Justice Dean** will be provided through this grant.

NLCP counts up days of peace and has school wide incentives for every 25 days of peace attained. Incentives include dress down days, after school movies and popcorn, t shirts, hot chocolate in the mornings, peace dances and other simple rewards. In May, after the school community has achieved the peace goal, the entire school stages a Peace March through the neighborhood, ending up with a Peace Rally and barbeque in Douglas Park, making the point that peace is just not for the inside of school but for the entire neighborhood. At each event, the principles of Dr. King are reinforced (i.e., "Non violence is a way of life for courageous people", "The universe arcs towards justice.").

The new climate and culture support systems will be installed through intensive professional development and coaching from OTS (Lead Partner) and our supporting partners, with **fidelity** checked regularly

through quarterly site visits. Progress will be monitored by tracking key student metrics weekly, as well as follow-up opinion surveys and focus groups with staff, students and parents/guardians.

Section II / B. The staff of NLCP High School is committed to doing all that's necessary to break a persistent pattern of low student achievement by emphasizing effective curriculum and instruction practices in teaching to the Common Core Standards, and creating a results-oriented culture of data-informed decision making. OTS will support NLCP's systematic approach to improving classroom instruction, including implementing systems to collect, analyze, and share data utilizing uniform protocols.

NLCP does not have an adequate data system, with vital data scattered throughout a series of Access Databases and spreadsheets. It is an unacceptable situation, and does not support timely and efficient data-informed decision making. Through this grant, NLCP will purchase a data analytic module for its PowerSchool student information system. With support of the SIG, NLCP will also purchase the Scantron Performance Series software that will provide next day reports from short-cycle assessments. The Office of School Improvement, supporting the Lead Partner, will also ensure NLCP is given full access to the data analytical capability of the district's Curriculum Instructional Management System. In addition, A Data Analyst (0.5 FTE) will provide detailed data analytic support for school teams and ongoing operational management of school-based data systems. The Data Analyst will build and provide detailed reports to each school team, and will track individual and group progress on all key performance indicators, including integrating existing data into a single usable system over the summer of 2010. Data Coaches (1.5 FTE) will provide intensive training, coaching and support to staff on how to use the data. Teachers will use assessment data to improve student learning and ensure curriculum alignment; while staff will also be able to analyze data pertaining to student attendance, behavior, and social/emotional supports. The school's organizational structure/daily schedule is being changed to establish the standing teams and meeting time critical to supporting these efforts.

OTS will build a new school organizational structure by combining the NLCP President, Chief

Operations Officer, Principal and Assistant Principal into the School Leadership Team (SLT). The SLT

works collaboratively to support student learning and maintain a positive learning climate.

The school is organized around **Grade Level Teams** that are designed to support individual student learning, as well as develop individual intervention plans for students. For example, student progress based on attendance, behavior and curriculum mastery will be reviewed comprehensively every week in Grade Level Team meetings by teachers from reports developed by the Data Analyst clearly indicating students who are at-risk. Short Cycle Interim Assessments are given three times per year in English, reading, math and science, and will be reviewed in depth after each assessment. Common course assessments will be developed and piloted in each of the core subjects during the 2010-11 academic year for full implementation in 2011-12. Students who are demonstrating that they are at-risk for failure due to attendance, behavior or academics will be referred to Tier II/III supports, outlined in Section II / D and E of this application, by their Grade Level Team. This will be a key component of the NLCP Response to Intervention (RtI) system, using data to inform needed interventions. The weekly cycle will ensure students are caught early, and placed into supports before failure occurs.

Grade Level Teams use the combined information to review individual student data, while Academic Departments meet twice weekly to review the same data for each cohort groups in order to better inform instruction and curriculum alignment. Grade Level Teams and Academic Departments carry a very different function, ensuring that student needs are met through this cross alignment. Each academic department will analyze the results of interim assessments and student mastery to inform amendments to curriculum and instruction decisions. As a guiding influence to this process, the school's Instructional Leadership Team (ILT) will meet weekly to examine cohort data and steer the process. The school's Student Development and Intervention Team will meet weekly to review infraction data pertaining to student attendance and discipline to inform the need for group interventions or adjustments to school support systems. Each group will utilize a standard data analysis protocol, with support from a Data

Analyst who will provide professional development to model how data analysis can inform effective strategy development. See Appendix II.B, Data Analysis Protocol

Section II / C. In addition to using data in a formative way, student learning will be improved through effective curriculum and instructional practices in teaching to the Common Core Standards. The mission of NLCP is to develop a college-going culture by arming students with the skills necessary to be successful. Developing the staff's teaching and learning strategies will contribute to broken patterns of underachievement by ensuring students are the first generation in many families to obtain a college degree.

A lack of curriculum alignment was fully recognized as a significant hindrance to student achievement by the new school Principal, Nicole Howard, when she was appointed in 2009. Curriculum was not aligned to common exit standards, and there was very little curriculum coordination in the course sequence of each subject. Recognizing a need, NLCP engaged with the University of Illinois at Chicago's Curriculum Framework Project in 2010, but due to funding restrictions was only able to partially participate. Through the support of SIG funds and the technical assistance of the Lead Partner (OTS), NLCP will be engaging in an aggressive project to fully align the curriculum to the Common Core Standards. During the 2011-12 academic year the curriculum in English, math and science will be fully developed, including full unit and lesson plans with all supporting materials. Common course and unit short-cycle assessments will also be developed and fully aligned backward to the Common Core Standards. During the 2011-12 academic year, the original core curriculum will be validated and updates made based upon data analysis, while the project expands to develop curriculum in NCLP's other curriculum content areas.

This Curriculum Mapping Project involving all NLCP teachers will be supported by the Curriculum Framework Project, a project sponsored by the University of Illinois at Chicago, involving several urban schools through networking and direct professional development activities. Following a train-the-trainer approach, NLCP administration and department chairs will receive intensive training in the application of the research-based **Backward Design** curriculum development approach.

The entire focus of NLCP is to develop our students to be fully college ready, which also will translate into career readiness. Using the Backward Design curriculum model developed by Wiggins and McTighe, a method of constructing curriculum through setting goals before choosing instructional activities or content, NLCP will dramatically improve learning outcomes. The rationale is that effective teaching towards those highly defined goals ensures that the content taught remains focused and organized, promoting a better understanding for students. Before units and lessons are developed following the Backward Design process, the methods that will be used to student mastery of the intended skills and knowledge will be developed – the assessment is developed first. Academic Departments will develop the curriculum comprehensively following these steps: 1) Identify the desired results – learning outcomes (Common Core Standards); 2) Determine acceptable evidence of student mastery; and 3) Plan learning experiences and instruction.

Units and individual lessons will identify the knowledge and skills that successful students must master; the materials necessary to support that learning experience; and teaching activities to support student mastery of content - with knowledge and skill outcomes mapped backward to the Common Core Standards. Common course unit assessments will be developed locally, and data will be tracked by teachers and Grade Level Teams as demonstrations of student mastery over unit and course outcomes. Curriculum materials will be identified through the curriculum development process and secured using FY12 grant funds. This will promote the purchase of curriculum materials that are aligned to the developed curriculum; ensuring that the curriculum drives what is taught—not the materials.

To support the Curriculum Mapping Project department chairs in ELA, math, and science will each attend a series of professional development sessions focused on curriculum design and the Backward Design method, in turn leading the curriculum development effort – supported by the Lead Partner (OTS) – throughout the year with individual departments.

Students' curriculum mastery of knowledge and skills are the focus, not individual grades, and students will be given multiple opportunities to demonstrate learned skills. NLCP will ensure academic success for all students, including students with an active IEP and those at-risk for academic failure. During

Grade Level Team meetings special education teachers will collaborate with cross-categorical teachers to ensure all students receive appropriate accommodations in an environment of differentiated instruction.

Through this grant NLCP will put in place an intensive reading support program, to be detailed later in this proposal.

To address the full range of the curriculum standards and determine curriculum mastery, teachers will need to analyze multiple sources of data, including standard assessments. The incorporation of new data analysis software previously outlined, funded through the SIG, will make this possible. Juniors will take the COMPASS test to diagnose gaps in college readiness. Students in grades 9, 10, and 11 will take an annual Educational Planning and Assessment Test (EPAS) produced by the ACT Corporation, which includes the EXPLORE (8<sup>th</sup> & 9<sup>th</sup>); PLAN (10<sup>th</sup>); and ACT (11<sup>th</sup>), together providing information on student cohort progress toward college readiness and identifying gaps that must be addressed. Interim Assessments, aligned to the Common Core Standards, will be given at the end of each academic quarter in English, math, reading, and science. Detailed analysis of these assessments will provide staff a more comprehensive understanding of the Common Core Standards, and individual student progress. Common Course and Unit Assessments will be developed and piloted during the 2011-12 academic year, aligned to the Common Core Standards. The Interim and Common Course assessments will contain both performance and constructed-response components, in addition to multiple choice selections. Professional development provided by the school's Data Coaches (1.5 FTE) and the Lead Partner (OTS) will focus on assessment construction. Once fully developed, the Course and Unit assessments are the backbone of the assessment system and help teachers identify student mastery. Interim Assessments and EPAS will be used to validate and align Course and Unit assessments, in addition to further evidence student curriculum mastery and individual needs.

ASSESSMENT	FREQUENCY
EPAS Assessments (PLAN, EXPLORE, ACT)	Annually
Interim Assessments (Math, Reading & Science)	3 Times Per year
Common Course Assessments (2011-12 Pilot)	Quarterly
Common Course Unit Assessments (2011-12 Pilot)	End of Each Unit
Computer Adaptive College Placement Test (COMPASS)	Annually JR & SR ONLY

Section II / D. The foundation of the teaching and learning team is the Instructional Leadership Team (ILT), made up of administrators and Academic Department Chairs who meet weekly with the primary role of leading the school's instructional program. The explicit goal of raising student achievement for all students through the Curriculum Mapping Project and improving classroom instruction guides ILT decisions about the school's instructional program, leading to the implementation of a sound instructional focus.

NLCP will develop a "data-informed" culture, and will use student performance data to identify strengths and weaknesses in how different groups and individual students master skills acquisition. The purpose is to support student mastery of the curriculum, and give them a school and program organizational structure as a foundation. This will be a "heavy lift" at NLCP due the lack of current infrastructure, but with the SIG award an aggressive plan is ready to launch to ensure school starts with a fully functioning data system.

Through the SIG NLCP is proposing to invest in several **technology-based interventions and supports** including smart boards, computers, and reading support software. Smart boards will be purchased in three phases along with professional development in how to utilize the technology, starting with all math and science classrooms for 2011-12. Two mobile laptop carts will also be incorporated as teachers infuse the use of technology through development of curriculum units and lessons. The school will also establish three full reading support labs, using the Scholastic Read 180 and System 44 literacy learning systems. NLCP will provide certificated staff to support these labs that will provide intensive literacy instruction to students who are below grade level in reading, with the SIG providing perpetual site licenses and desktop computers.

Through Grade Level Instructional Pods, the school will be organized into **small learning communities** - groupings of students who will work with a common group of teachers for core subjects during the second phase of the school improvement project for 2012-13. This is being incorporated into the second

phase of the project due to the intense nature of the reorganization coupled with the significant restructure planned for 2011-12.

NLCP has a significant **Special Education** population, and professional development will be provided by the Lead Partner (OTS) on differentiated instruction and how to address IEP required student accommodations. Subject Matter Experts (SMEs) from the Office of Transformation Support will facilitate weekly peer observations to ensure quality of instruction, including the management of weekly department chair observations for teachers in their units, with these mid-tier leaders providing subsequent feedback to observed staff members. The Office of School Improvement (OSI) will conduct comprehensive quarterly learning walks to ensure **curriculum and learning supports are being implemented with fidelity**. This will also be gauged during weekly project meetings involving OSI, the Lead Partner (OTS) and the school's Instructional Leadership Team.

Students who do not master a course will be given opportunities for **credit recovery** through in-school, second-chance courses, where students who failed a course will be mandatorily enrolled in an after-school credit recovery course funded by NLCP.

NLCP will utilize internal funds to design and support a full two-week Summer Freshmen Bridge

Program. Also, a new before/after school tutoring will be provided by NLCP for students who need basic skills remediation. This program will be teacher directed, but also involve advanced students who will provide tutoring support.

An Early Warning System will identify students before failure occurs and will place students in Tier II/III support structures. The primary vehicle for this system is the weekly Grade Level Team meetings previously described. All NLCP students will be given multiple opportunities to demonstrate mastery of student outcomes, but students who demonstrate that they are -risk for failure, through weekly reviews of individual student attendance, behavior and content mastery, will have an Individual Success Plan developed, resulting in possible placement into a variety of mandatory before/after school tutoring options. Advisory teachers will monitor progress of each student in their group with a plan.

As described previously, NLCP has a full range of Advanced Placement Courses available to students, with an intended outcome of raising the percentage of students enrolled in AP from 27% to 50% by 2012-13. To promote a higher AP success rate students are going to be given the opportunity to participate in a new three-week Summer AP Jump Start Academy where they will receive an introduction to the rigor and expectations of AP courses and worked with individually to develop a personal roadmap for success. Staff will also receive additional professional development in how to successfully support students through the rigor of AP courses. To continue building a platform of high expectations and challenging academic opportunities, NLCP will offer Dual Enrollment Courses beginning in the fall of 2011, where qualifying students (COMPASS & Teacher Recommendation) will be enrolled in a college course during the instructional day, without leaving campus. The course will also count toward high school graduation requirements.

A program unique to NLCP is the **Phoenix Rising Summer Program**, an opportunity for NLCP students to participate in three consecutive summers of off-site enrichment experiences in leadership development, academic, college and internship programs. Phoenix Rising participants have shown much greater school success than non-participants. SIG would allow for expanding the number of available student slots from 160 to 240 for 2011-12, and also allow us to expand this program to a mandatory component for students in 2012-13 with the addition of a program coordinator to build the curriculum. NLCP provides financial support for the majority of the program through private funding sources.

**Section II** / **E**. NLCP will be built to support a proactive means for student achievement – supporting all students toward success through the integration of academic success programs like Summer Bridge and the Phoenix Rising Program, and by immediately addressing the needs of at-risk students before failure occurs.

The Office of Transformation Support will implement a new Response to Intervention (Rtl) System at NLCP, fully aligned to support student academic and social/emotional growth, aligned to the existing

identified strengths of the School. During the academic year, Grade Level Teams will meet weekly to review individual student data as a critical flag in the Early Warning System designed to prevent student failure by equipping adults with the data and tools to identify and immediately intervene in problematic student behavior and academic stress. In weekly Grade Level Team meetings, staff will review individual student data including attendance, behavior, curriculum mastery/grades and assessment results. To ensure this process moves seamlessly, the Data Analyst will provide each team a detailed weekly analysis of each student's attendance, behavior, and curriculum mastery (lesson mastery, unit/course assessments & Short Cycle Assessments). Students who are at-risk would have an Individual Success Plan developed, to be managed by the student's advisory teacher. That plan could emphasize modifying the Tier I general classroom supports or refer the student for potential Tier II or Tier III support structures. Tier II Academic Supports will include: before, in, and after school tutoring led by teachers and advanced students. The Grade Level Team will also refer students to necessary social/emotional supports, based on demonstrated need. The team may refer students to an in-school counseling support group, placement with a **Student Advocate** mentor or enrollment in after-school co-curricular programs (i.e. Teenage Parenting, Culture of Peace) designed specifically to meet the needs of the student. This system will effectively work with students before they fall off-track for on-time graduation. For students who do fall off-track an On-Time Graduation Plan will be developed, with the student being placed in one of the credit recovery options to ensure they move back on-pace. Again, the Lead Partner (OTS) will supervise the successful implementation of this system.

Developing a college-going culture at NLCP will be supported through enhancements to the newly developed College and Career Readiness Center. The SIG will double the staff of the center by adding a College & Career Coach (1.0 FTE) to work with students and families. The center will be open for extended hours to accommodate students, and will be open on select Saturdays and evenings. The College & Career Counselors who staff the center will provide group informational sessions, as well as one-on-one counseling and development to students and their guardians. A number of college tours will be organized for students in their junior year.

Section II / F. NLCP will utilize a well-defined professional development and collaboration plan to build the capacity of the staff to acquire and maintain school transformation skills. The school team recognizes that they must *significantly* change their collective and individual practices to meet ambitious goals for improving student performance.

Professional Development for School Leadership will be provided through a Leadership **Development Program** sponsored by the Lead Partner. Through this program the Office of Transformation Support will leverage the collective knowledge of their team, the Office of School Improvement, and our supporting professional development partner, the Center for Educational Leadership and Technology (CELT). This program brings together school-level administrators and mid-tier leadership (academic department chairs, Climate & Culture department chairs, and project leaders) to intensely train them in the skills necessary to support a transformative school environment. CELT, our strategic professional development partner, is staffed with nationally-recognized school reform experts, and will deliver a year-long professional development program focused on developing administrative skills: Knowledge Management, Short & Long Range Planning, Priorities/Data/Rhythmus (PDR), Managing Teams, Project Planning & Management, Resource Allocation, Contingency Planning & Risk Management, School Procedures & Systems, Communications, and Transformation Readiness. This program will have the added benefit of pulling together all turnaround and transformation leaders working with a CPS internal lead partner into a single process, allowing for integration of best practices across the schools. The program will comprehensively address the development of defined leadership skills through: 1) Three-day Summer Leadership Development Retreat; One-week Leadership Training / Transformation Preparedness; 3) Monthly three-hour professional development sessions; and extensive on-site daily coaching from OTS.

Professional Development for Teachers is designed to support implementation of all School Improvement Plan components, emphasizing job embedded PD. A two-day Summer Academy will be provided to all NLCP staff in how to analyze data, including a deep look at current student data. This will continue through monthly after-school deep dive reviews. The ILT will attend three Saturday Data

Retreats, as well participate in curriculum design training from the University of Chicago's Curriculum Framework Project. Advanced Placement instructional staff will participate in PD on helping students to be successful in AP courses. All school staff will participate in restorative justice training provided by the Gathering for Justice, including 10 after-school hours.

Professional Development for Support Staff will begin in the summer with administrators, Student Advocates, and the Community Connector participating in a two-day training conducted by the Northwestern University Asset Based Community Development (ABCD) Institute. Children's Memorial Hospital will extensively train all school counselors and administrators in RtI System social-emotional supports, including teenage trauma. See Appendix IIF, School Improvement Intervention Summary

The Previously outlined **Data Coaches** will provide on-site coaching and support development of staff skills in data analysis to accelerate addressing concerns in Math; a full-time **Reading Coach** will be onstaff to provide direct one-on-one classroom support for teachers in curriculum and assessment development. Each academic department chair and Student Development & Intervention department chair will also be provided direct coaching within their assigned area. Staff will participate in **Wednesday Professional Development**, ninety (90) minute extended day sessions funded through SIG, to support professional development components outlined in the School Improvement Plan. *See Appendix IIF – NLCP Professional Development Calendar* 

Formal professional development, in our work to build a Professional Learning Community, must be combined with allocated time for staff to collaborate with peers. The weekly PD will be important, but the schedule has also been adjusted to maximize the general instructional day. The Instructional Leadership Team (ILT) and Grade Level Teams will meet weekly. Each academic department will meet twice weekly. The function of these groups has been described in earlier sections of this grant. The attendance, counseling and restorative justice departments will also meet weekly. See Appendix IIF, Meeting and Collaboration Schedule

Section II / G. To culminate ideas and suggestions into the proposed school improvement plan, there was a very high level of interaction between the district, Lead Partner and school community, with documented meetings involving school site administrators; the Instructional Leadership Team; the Local Site Council; parents and other community stakeholders. See LEA Appendix D – Meeting Sign-in Forms Meetings focused on the purpose, processing, ideals, strategies and requirements for completing the Needs Assessment and developing a School Improvement Plan. All stakeholders were invited to attend meetings in which the SIG application, purpose and ideals were reviewed. After a deep analysis of school data and completion of the Needs Assessment, follow up meetings concentrated on discussing data from the needs assessment document and prioritizing high impact strategies.

NLCP High School understands the vital importance of community involvement, and will establish additional procedures and protocols to keep the school community fully apprised of school progress. A new position of Community Connector (1.0 FTE) will initiate and lead a process of integrating community resources - including community residents, parents, public, private and non-profit institutions - into the school. School administration, department chairs, and LSC members will be trained in a process known as Asset Based Community Development by the ABCD Institute of Northwestern University teaching staff how to identify, integrate, and manage these resources into the school. Comprehensive opinion surveys of all stakeholders will be conducted at the end of each semester, and the data used to further inform school improvement plans.

The school also will be purposeful about informing the community through Monthly School

Improvement Progress Reports, made available in both English and Spanish, detailing components of the plan and progress being made, including a transparent report of school student achievement metrics.

These communication tools will be disseminated to parents/guardians through the mail as well as made available on-line. Parent and stakeholders also will remain actively involved in implementing and monitoring the School Improvement Plan through monthly Community Forum meetings. To support further involvement, the Principal will hold monthly Coffee with the Principal events intended to share progress and other school happenings with the public, which create opportunities for idea exchanges

between the school and community. The school also intends to keep the primary stakeholder, the students of NLCP, informed through bi-weekly updates in Advisory period classes. Led by the Principal and school Counselors, a special **New Phoenix Program** is being established to ensure new students, parents, and staff members are fully welcomed into the NLCP school family.

#### Section III: Timeline & Budget

Section III / A. NLCP receives a per student allocation of \$8,700.00 per student annually, generally the same as any neighborhood school in CPS, with the school having complete control over its budget. This allocation accounts for additional funding based on socioeconomic factors. In addition, NLCP adds an additional \$1,100.00 per student through private funding, and is dedicated to maintain that funding level. In fact, NLCP is committed to increasing the per-pupil funding in year 4, the first year of non-SIG support. CPS is providing an additional \$319,090.00 in supports through the Office of School Improvement and district funding for the Lead Partner.

Section III / B. The Office of Transformation Support (OTS) has prepared an aggressive timeline to implement the School Improvement Plan (SIP). OTS utilizes a formalized project management approach, and will have a full-time **Project Manager** (1.0 FTE) on-site to support the Principal and Director of OTS (Lead Partner) to ensure the SIP will be implemented according to the collaborative implementation plan, and that risks are escalated and appropriately managed. An outline of the School Improvement Plan is attached. See Appendix A, School Improvement Plan Timeline

# Appendix A: Implementation Timeline

Year 1 Detailed Plan

&

3 Year Overview

		Su	mmer	Quai	rter 1	I T	Quarter 2			Quarter 3		Quarte	er 4
WSIM Area	Intervention Activity	Jul-11	11-Aug	11-Sep	11-Oct	11-Nov	11-Dec	12-Jan	12-Feb	12-Mar	12-Apr	12-May	12-Jun
	Staffing												
	Advertise in CPS eBulletin (internal job board) for all vacant, awarded positions; attend local teacher recruitment fairs; conduct phone and resume screens												
	Implement group hiring sessions per position		,	' 항상 기기									
	Conduct reference checks, send acceptance or rejection letters												
	Staff new employees through CPS Employee Services Center School Support												
	School leadership receives group hiring process observer training												
HUMAN CAPITAL	OSI's HC provides access to online storage of selection tools and resources; providing ongoing technical assistance												
	School leadership and OTS Director select school observation team for interviews		:										
	Strategic Management												
	HC continues developing existing Career Path Plan framework and implementation process												
	HC helps school leadership implement initial and annual Career Path Plan processes with staff			_									
	HC implement CPP Training for Principal with OSI Officer and Directors												
	HC provides on-going technical assistance for enhancements to CPPs												
	HC develops training sessions and coordinate supplementary materials for Career Path Plans (CPP) with Office of School Improvement												
	Principal and selected staff participate in project manager, coach and specialist, teacher and other new school-based support personnel's selection exercises												

		Su	mmer	Quar	ter 1		Quarter 2			Quarter 3	_	Quarte	er 4
WSIM Area	Intervention Activity	Jul-11	11-Aug	11-Sep	11-0ct	11-Nov	11-Dec	12-Jan	12-Feb	12-Mar	12-Apr	12-May	12-Jun
	Leadership staff is explicitly trained on Easy Rhythm software; Priorities, Data and Rhythms; establish												
	Leadership staff provide progress updates through Easy Rhythm, regular meetings, conference calls and webinars												
	Project Manager is trained by Senior Project Manager in established PMO processes and structures												
STRATEGIC MANAGEMENT AND LEA MONITORING	Project Manager onsite daily to assist leadership in plan implementation												
	OSI will work with Principal to identify emerging leaders in the school to engage in more Strategic Management functions for 2nd year												
	Identified emerging leaders participate in training or PD to ensure they are equipped with knowledge/skills												
	Key members of OSI, entire OTS staff and School Leadership Team attend summer leadership retreat, introduce Leadership Development Academy		:										
	OSI's High School Strategy coordinate Leadership Development Academy activities School Leadership team receive PD and support in project implementation monitoring tools												
	Extensive evaluation of previous year implementation - surveys and focus groups												
	Implement annual training based on feedback from focus groups, surveys and determination of needed changes												
	Hire Community Connector with Principal												
	Community Connector develops Community Analysis												
	Engage in at least 25 meaningful conversations with parents weekly, monitoring relationships and maintaining parent participation												
	Host monthly school-based community meetings or participate regularly in existing monthly meetings, building community participation												

		Sui	nmer	Qua	rter 1		Quarter 2			Quarter 3		Quarte	er 4
WSIM Area	Intervention Activity	Jul-11	11-Aug	11-Sep	11-Oct	11-Nov	11-Dec	12-Jan	12-Feb	12-Mar	12-Apr	12-May	12-Jun
FAMILY & COMMUNITY ENGAGEMENT	Community Connector attends relevant community stakeholder and school-based community meetings												
	Community Connector organizes a quarterly community walk or other opportunity to bring stakeholders together in purposeful ways on school's behalf												
	Identify resources within the community that contribute to school environment; organize their implementation												
	Community Connector disseminate family-friendly, ongoing parent and community communications regarding Transformation progress												
	OSI assists Principal in hiring Restorative Justice Dean, School Counselors, Student Advocate												
	Counselors implement Tier 1 & Tier II support interventions; manages caseload of assigned students												
	Children's Memorial designs Tier II and III structures with staff; provides initial PD					:							
	Children's Memorial implements weekly visits, regular PD and overall Tier II and III support												
CULTURE & CLIMATE / STUDENT DEVELOPMENT & INTERVENTION	OSI implements PD for teachers focused on RtI and Restorative Justice interventions												
INTERVENTION	Gathering for Justice provides professional development and consultative support for Restorative Justice interventions Restorative Justice Deans Implements weekly behavior												
	management visits with teachers, providing feedback, and escalating issues												
	Restorative Justice Dean trained by OSI staff in Peace Circles, Victim/Offender Mediation and other support trainings; Dean in turn provides school-wide support												
	Student Advocate mentors assigned students College and Career Coach (CCC) designs framework for enhanced College and Career Readiness program with Counseling staff												

		Sui	nmer_	Quai	ter 1		Quarter 2			Quarter 3		Quarte	er 4
WSIM Area	Intervention Activity	Jul-11	11-Aug	11-Sep	11-0ct	11-Nov	11-Dec	12-Jan	12-Feb	12-Mar	12-Apr	12-May	12-Jun
	CCC delivers high-impact college and career readiness												
	programming; program oversight												
	OSI and Principal hire Data Coach, Reading Coach,			1			1						
	Reading teachers			1		ļ							
	Reading Coach trains with OSI's Teaching & Learning											!	
	team			ļ		!							
	Phoenix Rising Summer Enrichment	-											
	Purchase licenses for Power School (data												
	management) and Scantron Performance Series												
	(assessment support)	-											
	Purchase Scholastic Read 180, System 44 and Dell		l			ļ							
	desktop computers  Train data coaches in Power School and Scantron			<u> </u>	<u> </u>	1							
	Performance Series OSI trains staff on System 44 and Read 180		l			-							
	·		1	<u> </u>		-					<u> </u>		<b>-</b>
	*Spring 2011- select teachers and support staff for Summer Bridge program for freshmen		1								1		İ
	Implement Summer Bridge program		1	-		1							
	Teachers receive training by consultants to improve												
	school-wide supports - PD												
	Counselors plan College Bridge Program for Fall 2012												
	implementation												
	Advanced Placement teachers trained by College			1									
	Boards Review		1										
	AP for Curriculum & Instruction works with OSI team			•		_							
	develop Saturday Freshman Academy and After School		1										
	Academy - extended day programs		1				1						
	Finalize phase-in process for SMART boards and mobile												
~~~	laptop carts; order									Ì			
TEACHING & LEARNING	OSI and selected staff plan Credit Recovery course			•									1
	implementation								i				
	Implement Credit Recovery options												
	Consultant manages creation of small communities												
	framework and implementation												
	Select teachers and student advocates to participate in												
	extended-day programs; identify students and					1	1						
	advertise program												
	Extended-day programs begin												
	Academic department chair training by OSI Teaching												
	and Learning Specialist(s); topics: curriculum and cross-		1			1							
	curricular alignment to Common Core Standards												
				_									
	OSI T & L team implements quarterly professional						1		1				
	development					<del></del>		200					
	College Boards Review trains AP teachers through a PD							1	!				
	series on effective AP instruction									L	i	<u> </u>	
	University of Illinois-Chicago staff implements												
	Curriculum Framework Project training and ongoing												
	support for Teaching and Learning staff	l											

APPENDIX A: North Lawndale College Prep Pre-Implementation and Year 1 Expanded Timeline

		Sun	Summer	Quarter 1	ter 1	ď	Quarter 2		Quarter 3		Quarter 4	r 4
WSIM Area	Intervention Activity	Jul-11	Jul-11 11-Aug 11-Sep	11-Sep	11-0et	11. 400	-Dec 12:Jen	12-Feb	12-Mar	12-Feb 12-Mar 12-Apr 12-May 12-Jun	12-May	12-Jun
	OSI and school AP for Curriculum & Instruction work with City Colleges of Chicago to plan dual credit course schedule, curriculum and logistics											
	Dual Credit Course Program begins											
	Data Coach works with teachers to deliver instruction on how to utilize data to improve student learning	_										

	Appendix	A: North Lawndale College Pro	ep 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
	Hire/train 0.5 Data Analyst and 1.0 Project Manager in strategic management system programs and processes	Project Manager and Data Analyst build initial structures in the school; monitors progress	117./Principal basilisto Graphica Some Physical India America Scientific Scientific Mathria Insuliat profugly	Mid-tier leadership own some PM and DA functions; prepare staff to fully implement forward
STRATEGIC MANAGEMENT & LEA MONITORING	Summer leadership retreat for senior and mid-tier school leadership – best practices, short/long range mngmnt, PDR; introduce to Leadership Development Academy	Trained school leadership implement learned strategies, introduce collaborative leadership strategies	Suming his birshipa da dae i albert enternen place of leadership desclopació quidencatation	Summer leadership retreat to reflect, leadership prepared to take major PM/DA roles
	Summer – LEA trains school leadership and Lead Partner in project implementation monitoring tools – Priorities/Data/Rythms; train school leadership on Strategic Management (SM) system protocol and processes	Implement school-based strategic management system to align resources and support systems by using quality data that informs decision making; monitor implementation effectiveness	Subjects a valuation of year ample of the contract of the cont	Summer – extensive evaluation of year 2 implementation through surveys and focus groups; changes made if needed to staff assigned monitoring responsibilities; Year 3 – implement necessary training based on feedback; APs and Principals fully implementing SM-style meetings

Γ	Appendix	A: North Lawndale College Pro	ep 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
	Summer – advertise, recruit, interview, hire (in conjunction with principal) and staff all required positions	Train leadership staff on selection protocol, provide tools and resources	1	apable of advertising, recruiting, g any needed positions. Human ide basic support
HUMAN CAPITAL	Develop custom Career Path Plan framework with school leadership and LEA	Principal and HC specialist meet with individual staff members for first CPP discussions; develop personal plan; implement	At start of year 2, Principal and HC specialist revisit CPP to discuss progress and adjust for new goals; implement	At start of year 3, Principal revisits CPP with staff mentions to discuss progresse and adjust based on level of implementation from year 2.
	Summer - LEA implements extensive introductory training for school leadership teams for the Leadership Development Academy (LDA) at the summer leadership retreat – use of books, workshops and activities; develop implementation plan with LEA and school leadership	12 Senior and mid-tier school leadership staff provided support in development of administrator 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 focus on expanding team's skill base; use case studies and develop case studies based on most pressing issues; Principals and Assistant Principals coached by LEAs Director of High School Strategy & Execution based on LDA cumulative training	LDA forus 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
FAMILY & COMMUNITY ENGAGEMENT	Hire/train Community Connector through Asset Based Community Development (ABCD) Institute's framework. Research and deliver detailed community analysis with recommendations; establish relationships with key community stakeholders	Learn existing and build new school-community linkages/partnerships. Advocate for school and LEA with community stakeholders; host monthly meetings; participate in LSC meetings	Strengthen existing partnerships, advocate for school and LEA with community stakeholders; host monthly meetings, participate in LSC meetings, develop school sustainability plan for work	And the start of t

		Appendix	A: North Lawndale College Pre	p 3-Year Timeline	<del></del>			
WSIM FOCUS AREA	Pre-Implemen 2011 Si		Year 1 2011-12 School Year	Year 2 2012-13 School Year	Year 3 2013-14 School Year			
	Hire/train 1.0 Re Dean in Victi Mediation, F	m/Offender	infractions/disruptive to the lea	ve justice supports to students wh rning environment; expected outo ved; student discipline incidents lo	come that learning environment			
	Hire/train 2.0 Scl establish foundat III support ir	ion for Tier II and	counselor assigned a cohort p	art of the school's defined Tier I a grade level and tracks students the rovides college and career suppor	rough their high school years;			
CLIMATE & CULTURE/ STUDENT	Finalize MOU v Memorial; desig Tier II and III sup baseline assess planning, PD for	gn with staff the oport structures;	assessment training, strategic pl	pement professional developmen anning and fidelity checks to build social-emotional issues, develop	the capacity of all staff to better			
DEVELOPMENT & INTERVENTION	Develop PD sess extended time supports, soc learning, restora school-wide m	ial/emotional ative justice and	Implement Friday PD sessions teacher extended time focused on RtI supports, social/emotional learning, restorative justice and school-wide mngmnt system					
	Finalize MOU wi for Justice to pro development a support to en restorative justice first vear f	nd consultative hance existing e efforts; develop	The Gathering for Justice implements intergenerational and inter/multi-cultural social justice curriculum; engages community partners to enhance positive student exposure to improve cultur and climate					
	work directly wit	Student advocate is assigned a case load as part of school's Tier II interventions; works we students as an and student achievement.  Student advocate is assigned a case load as part of school's Tier II interventions; works we students who need support in social/emotional issues negatively impacting behavior, attendant achievement.						

		Appendix	A: North Lawne	dale College Pre	ep 3-Year Timel	ine	1
WSIM FOCUS AREA	Pre-Implement 2011 Su		Yea 2011-12 So			ar 2 chool Year	Year 3 2013-14 School Year
CULTURE & CLIMATE/ STUDENT DEVELOPMENT & INTERVENTION	Hire/Train College finalize framewo developed Colleg Readiness pro counselin	ork for newly ge and Career ogram with			counselors partic		radiness programming through PD and collaborative planning
	Hire/train 0.5 Data by OTS; hire/train provided by NCLP t data pro	1.0 Data Coach to build/manage	coaching supp	t professional de ort for teachers i rove student lear support for PDR	n how to utilize ming; acts as	s Systems 1913 Tetophize Step	Monah sichungun zodasec andent in analys of Gaene de foldlicz anganent of ICS of neznadarca incur
	Finalize MOU with dual credit course			Credit Program "dual enroll" i course at school	d semester Dual n – students will n a college-level ol offered during nool day	cyching chies students chi	uises (og. godes kolatiet school) asures vägtöll (mplementalko) somblete (peteroni foll yespola somblete (hosiga adustion)
TEACHING & LEARNING	Finalize phase-in p boards and mobile technology enhan staff on ut	e laptop carts as cements; PD for	Smart boa	ards and mobile I		ort differentiated al program;	instruction throughout the
	Purchase PowerSc Scantron Perfor license and suppo Coaches in these protocol aligned and learning	rmance Series orts; train Data e systems; set to the teaching	coaching suppo learning; faci during exten	ort for teachers in litate "data retre ded summer PD	professional deve utilizing data to ats" to review an academy, in-scho I and Saturday se	improve student d analyze data ol department	distinctional endiship from now trained in systems one protocols res2 Acars, membre the pates stillis distrances stheogh systems are practices
	Bring academic de together; calibrat coaching depar facilitate curricul curricular alignme Core Star	tion training on tmental staff, lum and cross- ent to Common	provide directing implementing Common (	t coaching suppr 2 coaching visits Core Standards; i	reed for one peri- ort for all depart per week; alignir mplementing cro- rofessional devel	ment teachers, g curriculum to ss-curricular	Academic department cheits, having afficiently attended altitude aligned and ration, return to sugmat assignment.

_		ppendix	A: North Lawndale College Pr	ep 3-Year Timeline	
WSIM FOCUS AREA	Pre-Implementation/ \ 2011 Summer	ear 0	Year 1 2011-12 School Year	Year 2 2012-13 School Year	Year 3 2013-14 School Year
	Finalize MOU with consult provide year-long profess development faciliation and to support improving schocurriculum & instruction su	ional delivery ol-wide	professional development and data-informed decisions, curric positive student management instruction, restorative justi	75 minutes of extended day collaboration each Friday. Topics: ulum alignment, backward design, nt, data analysis, differentiated ce. Freshman teachers receive i and social/emotional training	Tully trained leadership (1911)  Adenthies neede (1904), Sand  Gelivers at 1903 sectors  esterad (1904), Schooled
TEACHING & LEARNING	Finalize MOU with College Review; select teachers to series of PD and collabo planning sessions on instruction; Jump Start Su program implementation students — 2-week inter instructional acaden	attend rative AP Immer for AP nsive	Select teachers attend coordinated, progressive PD and trainings on how to implement effective AP curricula	Teachers continue through PD and trainings; AP offerings increase to include math, ELA, science and social studies	Hally train it significantly. Collaboratively to implement. Circuive / connection.
	16 teachers and support staff implement Summer Bridge Program to ease freshman transition to high school — induction activities: study habits, high school success routines; work through social-emotional factors, developing relationships with staff  Finalize MOU with Phoenix Rising to provide summer enrichment activities - off-site enrichment experiences at leadership development programs, academic, college and internship programs		16 teachers and support staff implement <b>Summer</b> Bridge Program to ease freshman transition to high school	Atsteachete cha chipportest in Simplement Comme chicipo Chaqdom (comme chicipos Chaptigian to high chools	
			Phoenix Rising provides summer enrichment activities off-site enrichment experiences	s Alterna Alding provides Officiale entenner activities officie entennes expediences	
	Counselors begin planning College Bridge Program fo first implementation in Fal 2012	beg bar	nselors complete training for and in to work with Senior students ticipating in the College Bridge gram for new college freshmen	e Now college tradition at a supported by a dicole counsalors, who provide a counsalors through to year.	

	Append	lix A: North Lawndale College Pro	ep 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
	Finalize MOUs with Scholastic-Rea 180 & System 44, purchase supplemental reading materials; purchase 60 Dell desktops dedicate to reading interventions	literacy programming; train inst Read	s skills throughout Teaching & Learning ructors in support software for dedice 180 and System 44 for struggling rea	ated reading course; implement
TEACHING & LEARNING	Finalize MOU with University of Illinois – Chicago for Curriculum Framework Project, with Backwar Design as the curricular focus. Finalize strategic plan for theproject; implement intensive Summer Academy for staff	instructional areas to the Common Core Standards. Staff participate in weekly professional development	Continue alignment of Contention, Stell perticipate in Secretary professional Gevelopment actions diving a school cay: Cleastails sporticipate in Evening PD through UIC	to be the second of the

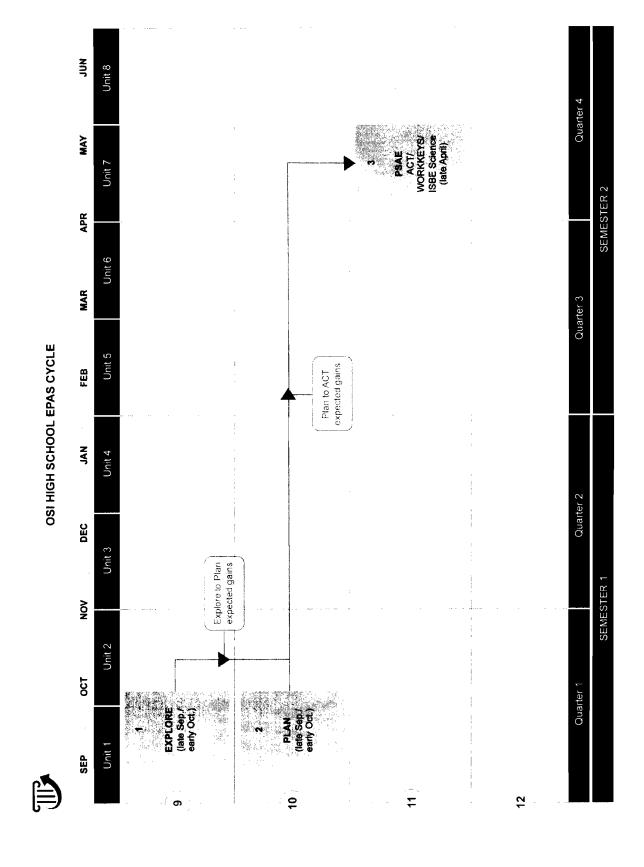
# Appendix B

## **Grade Level Assessments**



## OSI HIGH SCHOOL INTERIM ASSESSMENT CYCLE

	SEP C	ст	NOV DE	C JAN	FEB	MAR	APR	MAY	JUN	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6		Unit 7	Unit 8	
9		9º grade MIDTERM Interim #1 (narrower score range) & WorkKeys		9*Grade FINAL Interim #2 Retired Explore and WorkKeye		9 <sup>th</sup> grac MIDTEF Interim (narrow score rat & WorkKe	M KS rer 1ge)		9"Grade FINAL EXAM Interim #4 Retired Explore and WorkKeys	
10)		10 <sup>th</sup> grade MIDTERM Interim #1 (narrower score range) & WorkKeys		10 <sup>th</sup> grade FINAL Interim #2: Retired Plan and WorkKeys		10 <sup>th</sup> gra MIDTE Interm (narrow acore rai & WorkKe	tM #3 fer nge)		10 <sup>th</sup> grade FINAL EXAM Interim #4 Retired Plan and WorkKeys	
11	11 <sup>th</sup> Grade Interim #1 MIDTERM	11th Grade MIDTERM Interim #1 (narrower score range) ISBE Science		11th grade FINAL Interim #2 Retired ACT, ISBE Science and WorkKeys		11 <sup>th</sup> gra MIDTEI InterIm (narrow score ra ISBE Sci & Worki	(M) #3 ver rige) ence		11th Grade FINAL ACT Writing Interim #4 FINAL	
12	Quarte	12 <sup>th</sup> Grade ACT Writing Interim #1 MIDTERM		12 <sup>th</sup> Grede ACT Writing Interim #2 FINAL		12 <sup>th</sup> Gr ACT Writin Interfm MIDTE	ig #3	_ Quar	12th Grade ACT Writing Interim #4 FINAL	
	SEMESTER 1					SEMESTER 2				
	JENIESTEIV I					JENIESTEN Z				



**Appendix C: Job Descriptions** 

Office of School Improvement

Office of Transformation Support

Instructional Leadership Team

New School Positions

## **Appendix C: Job Descriptions**

Office of School Improvement

Office of Transformation Support

Instructional Leadership Team

**New School Positions** 







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

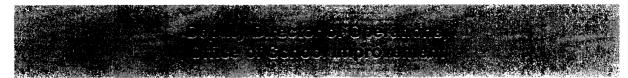
#### Qualifications/Skills:

- 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



- Demonstrated commitment to outcome-based accountability, data-driven decisionmaking, 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 decisionmaking, 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 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
  - o Process Ownership (including issue resolution processes)
  - Strategic data reporting
  - Systems Ownership (technical, informational and people based systems)
  - o Selecting and amplifying successful Strategic strategies
  - Removing failed strategies

### Other duties and responsibilities:

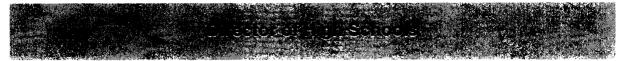
- Participate in an intensive training program focused on the use of the accountability and assessment tools and their impact on instruction, student and adult learning
- Take a lead role in providing accountability training and achievement support to school personnel
- Surface effective practices at 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 Turnaorund 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.

# Appendix C: Existing Job Descriptions



- 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 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.

- 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

# Appendix C: Existing Job Descriptions





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:

# Appendix C: Existing Job Descriptions



- 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 guickly.
- 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.



Chicago Public Schools | 15-016-299-025

- 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 I 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.

- 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

Office of School Improvement

Office of Transformation Support

Instructional Leadership Team

**New School Positions** 





## 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



Chicago Public Schools |15-016-299-025

- 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

- 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 decisionmaking, 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



Chicago Public Schools |15-016-299-025



## 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



Chicago Public Schools |15-016-299-025

- 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.

- 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

Office of School Improvement

Office of Transformation Support

Instructional Leadership Team

**New School Positions** 



# Reports to: NLCP Board of Directors

- 1. Support, oversee and manage the Principals in the performance of their specific responsibilities. Ensure on a day-to-day basis that these responsibilities are being performed appropriately.
- 2. Ensure highest quality leadership from NLCP campus principals.
- 3. Be a resource for principals on instructional programs and activities.
- 4. Ensure that all policies established by the Board of Directors, such as policies relating to personnel matters, academic affairs and fiscal management, are understood and appropriately executed by the Principals.
- 5. Establish procedures and evaluate principals at NLCP campuses.
- 6. Make decisions concerning the hiring and termination of the Principals.
- 7. In conjunction with the COO and NLCP Board of Directors, make decisions concerning the annual compensation of the Principals.
- 8. Set parameters for instructional staff evaluations at all NLCP campuses
- 9. Ensure that appropriate training and professional development opportunities are made available to, and utilized by, the Principals.
- 10. Ensure that activities of NLCP's Principals are coordinated as necessary and appropriate, and mediate or resolve any disputes that may arise.
- 11. Promote a diverse school environment, including a diverse student body and a faculty and staff that represent the student population.
- 12. Engage in city and state wide advocacy for charter schools.
- 13. Establish an effective and ongoing system for deeper parental involvement in NLCP.
- 14. Diversify NLCP funding sources by securing additional state and federal funding.
- 15. Lead efforts to intentionally promote NLCP results on the city, state and federal level; (Culture of Peace, College Prep process, college enrollment and college graduation)





Reports to: NLCP President

The Chief Operating Officer is a critical member of the Administrative Leadership Team who is hired by, and is responsible in all areas to, the President and the board of directors. As with all NCLP employees, the Chief Operating Officer's primary and ultimate responsibility is to support the mission and work of NLCP, as defined by the Board of Directors, and to facilitate an environment that encourages the academic, social and emotional development of NLCP students. In addition, in all areas, the Chief Operating Officer is expected to coordinate and work collaboratively with the other members of the Administrative Leadership Team. However, in certain areas the Chief Operating Officer will have "primary" responsibility, and will be expected to take the lead on these issues. The President shall resolve any issues where the administrators are unable to reach consensus. The Chief Operating Officer is also expected to consult with and take direction from the Board's Finance and Development Committee. Specific responsibilities include, but are not limited to:

#### FINANCIAL AND ADMINISTRATIVE MATTERS

- 1. Oversee the financial operations of the school; including the acknowledgement of all receipts, the approval and payment of all expenses within the approved annual budget, the implementation of all board approved financial procedures.
- 2. Ensure that the fiscal resources of the school are managed responsibly, efficiently, effectively, and in a way that is aligned with the school mission
- 3. Prepare both yearly budgets and monthly financial statements for the Board, including balance and cash flow statements.
- 4. Oversee the annual audit.
- 5. Oversee the maintenance of student files in accordance with record keeping guidelines.
- 6. Oversee payroll, administration of staff benefits, and maintenance of employee files including tracking of staff attendance.
- 7. Oversee the completion and submittal of all required CPS and ISBE reporting.
- 8. Jointly with the Principals, manage student programming (scheduling, data and transcript records).
- 9. Manage the overall effort to collect, analyze and report on data concerning the performance of NLCP
- 10. Jointly with the Principals, ensure the confidentiality and accuracy of all school records.
- 11. Jointly with the Principals, establish and implement the school calendar.
- 12. Jointly with the Principals, manage the implementation of personnel policies.
- 13. Develop and implement programs for the recruitment of NLCP students.
- 14. Oversee all aspects of the annual lottery, enrollment and admission process.
- 15. Prepare minutes of Board meetings and reports on school activities for Board and Committee meetings.

#### **FACILITIES**

- 1. Jointly with the Principals, create and maintain a safe, clean, aesthetically pleasing and student-centered environment.
- 2. Jointly with the Principals, oversee maintenance and improvement of school facilities and grounds, ensuring that the school plan operates safely, efficiently and effectively.
- 3. Jointly with Principals, oversee food services ensuring efficient and cost effective operations and healthy and nutritious offerings.
- 4. Oversee all construction work at both campuses in consultation with CPS staff.
- 5. Oversee the feasibility and planning stages for the 16<sup>th</sup> street NLCP annex.
- 6. Oversee the implementation of the schools' technological infrastructure and implementation of various administrative software packages.

#### DEVELOPMENT AND OUTREACH

- 1. Oversee NLCP's program to develop and engage donors to the school and to fundraise those amounts determined to be necessary by the Board to fulfill NLCP's mission.
- 2. Use data and other methods to evaluate and report on the performance of NLCP's development efforts.
- 3. Represent the school, as needed, at any and all appropriate conferences, workshops, meetings and activities.

#### **JOINT PROGRAMS**

- 1. Oversee the design and implementation of certain of NLCP's Joint Programs, including but not limited to Alumni Affairs and Free Spirit Media.
- 2. Use data and other methods to evaluate and report on the success of these Joint Programs in terms of its objectives and its service to NLCP's mission.

#### **ADMINISTRATION**

- 1. Responsible for the recruitment, training, professional development and disciplining of all staff under his direct supervision.
- 2. Develop and implement fair, consistent and effective procedures for the recruitment of highly qualified, transformative and divers persons to hole the positions under his direct supervision.
- 3. Develop and implement fair, consistent and effective procedures for evaluating the skills and performance of the staff members under his direct supervision, and for providing feedback on ways to improve these skills and performance.
- 4. In consultation with the Board, as appropriate, develop and implement fair, timely and consistent procedures to discipline or dismiss staff members under his direct supervision who are low performers; who violate school policies; whose actions are having a direct,



Chicago Public Schools

- negative effect on the overall academic and emotional development of NLCP students; or whose actions are not consistent with the mission of the school.
- 5. In consultation with the Board, as appropriate, develop and implement fair and consistent procedures and policies for the compensation of the staff members under his direct supervision, and ensure that those procedures and policies are clearly articulated and communicated to staff.
- 6. Identify, organize and implement, appropriate professional development opportunities for the staff members under his direct supervision.
- 7. Provide opportunities for the staff members under his supervision to expand and enhance their knowledge and competencies, including leadership skills.
- 8. Recognize and celebrate the accomplishments of the staff members under his direct supervision as well as their contributions to the fulfillment of the schools' mission.

#### **OTHER**

- 1. Assist the other members of the Administrative Leadership Team in terms of staff recruitment and retention.
- 2. Assist the other members of the Administrative Leadership Team in terms of short and long term strategic planning for North Lawndale College Prep.





## Reports to: NLCP President

- o The Principal's primary responsibility is to support and strengthen the mission of North Lawndale College Preparatory Charter High School.
- o Responsible for the smooth daily operation of the school with the support of the Chief Operations Officer through management and administration of its day-to-day functions.
- O Supervise, articulate, enhance, and implement all academic affairs including: policies, curriculum development; graduation requirements, evaluation of instruction and learning; educational reform initiatives; course requirements, professional staff development; and academic committees.
- Oversee the development and revision of the curriculum, syllabi, and academic programs of study.
- Oversee promotion and graduation requirements.
- o Provide input into the establishment and implementation of the school calendar.
- o Assuring the confidentiality and accuracy of all student and faculty records.
- Establish protocols for the observation and evaluation of staff.
- o Plan and conduct staff meetings and Department Chair meetings.
- o Supervise, define, and support the work of the Assistant Principal, Department Chairs and Disciplinarian.
- o In consultation with the Leadership Team, authorize the dismissal of school staff.
- o Promote parental participation in the life of North Lawndale College Prep.
- Represent the school at any and all appropriate conferences, workshops, meetings, and activities.
- o Other duties as assigned by the NLCP President

Office of School Improvement

Office of Transformation Support

Instructional Leadership Team

**New School Positions** 



Reports to: Department Chair

Classroom teachers shall take charge and be responsible for the classes and advisories assigned to them by the Principal. They shall be responsible for the instruction, progress and discipline of these assignments and shall devote themselves exclusively to their duties during school hours. These responsibilities shall include but are not limited to the following categories: instructional planning, use of appropriate instructional methods, and demonstration of excellence in classroom management and in the subject matter taught or services provided. Teachers are also expected to render assistance to the school-wide educational program. NLCP has a strong collaborative growth model based on a healthy professional learning community. Moreover, teachers shall promote positive relationships with pupils and community members and shall adhere to the professional responsibilities and personal standards of NLCP.

The following list of work responsibilities is not meant to be comprehensive but rather as a working guideline for teachers and administrators.

Work Day: The regular workweek consists of Monday – Friday from 7:30 a.m. – 4 p.m.

Teaching load: Up to a maximum of 300 minutes of instruction per day at the discretion of the Principal

Lunch: A minimum 30-minute lunch break during an off period

Planning Period: A minimum of 50 minutes per day at the school

**Advisories:** Office of Student Life staff may call on the assistance of faculty and administrators to lead student advisory sessions. Advisories are small group sessions of roughly 20 students in which students learn about real world skills and challenges as they prepare for college and life.





#### Reports to: Assistant Principal for Student Development & Intervention

**Purpose of the Position:** The Student Restorative Justice Dean (RSD) position exists to ensure a safe and stable school climate and culture by ensuring effective implementation of the CPS All School Transformation Model: Climate & Culture across all sectors of the school community on an ongoing basis. The RSD's primary focus is on using restorative justice techniques directly with students to ensure a well managed school and positive climate and culture. The RSD also sets school-wide climate norms with students and manages the internal business processes in the Code Switching division that support full implementation of well managed school and a holistic and restorative discipline program.

#### Principal Accountabilities & General Responsibilities:

- 1. Address student referrals following CPS policy and Restorative Justice best practice
- 2. Assist in managing In-school Personal Development Program
- 3. Handles Most Serious Referrals & Monitors Assigned Floor
  - a. RSD bears addresses the toughest referrals that come to the division
  - b. The RSD only takes on a manageable number of the most difficult / "frequent flyer" referrals in an effort to reduce recidivism
  - c. RSD monitors his / her assigned floor(s) or area(s)
- 4. Participate Energetically in the Performance Management Process
  - a. RSD represents the Division in the weekly PM meeting that seeks to provide holistic and therapeutic approaches to healing the students who are in most need of support
  - b. RSD offers the programs and consequences provided by the Division as an option for the holistic treatment of the students discussed in the PM meeting
  - c. RSD follows up on action items assigned to him / her within the meeting including additional parent meetings, assignment of new consequences, restorative programs participation, etc.
- Coordinate & Manage Logistical Supports & Internal Business Processes Needed for Program
  - a. RSD works with the Activities & Athletics Director and Data Specialist to maintain an accurate, well-publicized, and well-understood AIL list that is posted online and communicated clearly to coaches, moderators, advisors, and other staff
  - b. RSD builds business processes that ensure that students on the AIL cannot participate in activities until their consequences are served
  - c. RSD works with support staff to ensure that all referral data is entered, tracked, and filed appropriately
  - d. RSD works with support staff to ensure that detentions and other consequences are tracked to ensure students are receiving and serving appropriate consequences
  - e. RSD troubleshoots any problems with internal business process and fixes them quickly
- 6. Sets School-wide Norms for Lunchroom and Other Public Spaces and Meetings
  - a. RSD works with deans and other personnel to ensure that the norms and practices in the lunchroom, at school assemblies, and other public spaces are set at an appropriate level



Chicago Public Schools | 15-016-299-025

- b. RSD works to ensure that the lunchroom is staffed to keep the norms and practices in check
- c. RSD, in concert with other staff, coordinates proactive pre-teaching techniques and appropriate proctoring of large public events to ensure that students are fine examples of their school when in large settings both in and out of school

- A doctorate or masters is highly desirable, but a bachelors degree is required
- An earned degree in counseling, psychology, or social work highly desirable
- Illinois Certification is highly desirable, teaching experience is highly desirable
- A minimum of 5 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 restorative justice and school climate & culture best practices
- Previous supervision and evaluation of staff is highly desirable
- 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: Chief Dean

Purpose of the Position: Supervised by the Chief Dean, the student advocates will be responsible for conducting home visits, staffing an effective in-school personal development program, developing rapport and productive relationships with students and supporting the school's student development as requested. The Transformation Model calls for intensive supports that help to create a healthy climate and culture in the school. Research suggests that the strongest indicator as to whether or not a student will remain in school is if he or she has a strong and personalized relationship with at least one adult at the school. The Student Advocates will develop strong rapport and positive relationships with the students. They will mentor the students and will instruct them how to develop behaviors and habits that will enable them to flourish in the school environment. Student advocates will also engage in community outreach in order to more intimately and seamlessly bridge school and community and foster the interrelationships between the two that are so crucial to students' success.

## Principal Accountabilities & General Responsibilities:

- · Develop appropriate personalized relationships with all students on assigned caseload
- Assist in developing and staff effective in-school personal development program while
  ensuring that students who are assigned in school detention are subjected to experiences
  and activities that will reduce their rate of recidivist behaviors and that will support their
  academic and personal growth.
- Conduct home visits to communicate with parents and develop collaborative partnerships with parents and community stakeholders that are designed to identify and respond to student needs and to increase attendance, enhance academic achievement and student well-being.
- Provide preventive support and responsive assistance to all students on your caseload who
  are experiencing personal, social or academic difficulties.
- Advocate for individual students and systemic change whenever necessary to promote an environment more conducive to student achievement and well-being.
- Assist school counselors, clinicians and other student development faculty and staff as needed to addresses students needs as efficiently and effectively as possible.
- Be intimately aware of the school-wide student development agenda and actively support all student development programming such as CARE Team, student incentives, peer jury, advisor-advisee programs, athletics and activities as required.
- Provide consultation to administrators, teachers, and parents regarding individual or groups of students.
- Consistently and enthusiastically promote the expectation of high achievement for all students and reinforce and reward school wide rules and expectations.

- A advanced degree is desirable, a bachelors degree is highly desirable.
- An earned degree in counseling, psychology, or social work highly desirable
- A minimum of 5 years of highly successful related experience
- Documented skills in working with high school age students
- Demonstrated mastery of restorative justice and school climate & culture best practices



Chicago Public Schools | 15-016-299-025

- 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 Counseling

Purpose of the Position: Supervised by the Director of Counseling, the Freshman Success Counselor will work with the leadership and faculty of a particular high school to help design and implement strategies designed to prepare all students for post-secondary success in whatever area a student selects. The predominant areas of focus, however, will be post-secondary education and careers. The Freshman Success Counselor will design and implement a four year plan that will assist each and every student in developing a post-secondary plan and will provide ongoing support and regularly scheduled evaluations which will ensure that all students are developing a plan and taking the steps required to actualize it. Concentrated supports will be provided to students who are experiencing difficulties in this regard. Steps will be taken to determine how alumni are faring in their vocational and/or academic endeavors after their graduation from high school and to determine how the high school's post-secondary programming can continue to provide high schools students the greatest opportunity for post-secondary success.

### Principal Accountabilities & General Responsibilities:

- Provide general counseling services to a case load of ~ 250 students.
- Develop a comprehensive program of on-track services that produces high graduation rates by providing systematic supports to all students and individualized responses to each off-track student.
- Work closely with the faculty and staff to increase their understanding of student struggles and enhance their ability to more ably prevent and respond to it.
- Coordinate school programs, resources, and faculty in sustained implementation of the school's credit recovery program.
- Take the lead in integrating the credit recover programming with the school's instructional strategy, student development plan, while devoting special attention to "true" freshmen and sophomores.
- Track all students who are off-track to graduate and document the supports and services that have been extended to them to assist them in getting back on-track to graduate.
- Continually reflect on and document the efficacy of the credit recovery recovery's programming; making mid-course adjustments when necessary.
- Participate in all school-based professional development and faculty meetings as a fulltime member of the school community.

- Applicants must have been awarded from an advanced degree in school counseling from an accredited college or university. Applicants must also hold a valid Illinois certification in counseling.
- Demonstrated knowledge of college and career counseling.
- Highly skilled in various approaches to change and problem resolution.
- Willing to take risks in terms of attempting new interventions and strategies and to (re)examine their beliefs about special education and services to students with special needs.



Chicago Public Schools | 15-016-299-025

- Willing and able to be present and productive in the classroom.
- Capable of determining more efficient ways to provide services to more students.
- Proficient in data collection and analysis.
- Proactive, preventative, positive.
- Strong leadership, collaboration, and communication skills; ability to work a diverse group of professionals around a clear goal
- 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
- Willingness to take risks and propose solutions or strategies outside of traditional or current paradigms
- Ability to develop strong, empathetic relationships with students and their families;
   comfort with entire school community including home visits to at-risk students and their families and outreach to community-based organizations





# Reports to: Dean of Students

**Purpose of the Position:** The Phoenix Rising Summer Program at North Lawndale College Prep (NLCP) is an opportunity for NLCP students to participate in three consecutive summers of offsite enrichment experiences. Freshmen students have the opportunity to apply for leadership camps, sophomores apply to college-based academic programs, and juniors apply for camps, sophomores apply to college-based academic programs, and juniors apply for internships in the greater Chicagoland area. The Phoenix Rising C mission of Phoenix Rising is three-fold:

- To connect NLCP students with enrichment opportunities that may have otherwise been unavailable to them
- To offer NLCP students experiences that will give them a competitive edge when they
  begin the college admissions and scholarship application processes
- To prepare NLCP families for their children's ultimate departure for college by providing multiple opportunities to practice the absence of their children from the family system

The Phoenix Rising Coordinator has full responsibility for the oversight and management of the program. The Coordinator works closely with class advisors and reports to all three Deans on various aspects of the program.

#### Principal Accountabilities & General Responsibilities:

- Research and identify new Phoenix Rising programs that fit within budget guidelines and satisfy program requirements
- On-going communication with the directors of partner organizations to maintain current program and scholarship information, to negotiate possible reductions in program cost, and to arrange travel plans for our students
- Plan three family events (one in January, two later in the spring) to inform parents about the program, start the application process, generate an overall excitement about Phoenix Rising, and provide specific program/travel information to students and their families. The last program is an annual send-off dinner for sophomores and their families
- Intense case management from January through May, to ensure the completion of all student applications. This involves individual and small group meetings with students around the areas of personal statements, resumes, and program applications. Much time will also be spent speaking with parents/guardians to confirm family commitment and to gather any additional information needed for program applications
- Collection of outcomes-based data for use in evaluation. This includes surveys, analysis, and regular meetings with research consultants
- Promotion of Phoenix Rising to outside media
- Working closely with Development Director on relevant grant proposals
- Possible areas for job expansion include:
  - Creating an Associate Board to work directly with the Coordinator and Development Director to organize two annual fundraising events to finance Phoenix Rising



Chicago Public Schools | 15-016-299-025

- o Formalizing the process by which we find and confirm summer internships (networking lunches, professional follow up with potential leads, annual Thank You event)
- o Attendance at annual conference for academic enrichment programs

- Strong interest in quality education for urban youth and deep belief in the power of school/community alliances
- Bachelor's degree, master's degree preferred
- Possess strong organizational and planning skills
- Strong writing, research, negotiation and communication skills; interpersonal skills
- Ability to handle a multitude of tasks and deadlines
- Good listener and possess the ability to maintain and grow relationships while working effectively with people from diverse backgrounds
- Experience in grant writing and event planning
- Self motivated, able to recognize and communicate strategic opportunities and able to work collaboratively in a results oriented environment
- Exhibit passion and the ability to thrive amidst change and challenging conditions while maintaining a positive outlook and forward looking perspective
- Resourcefulness, creativity, capacity for hard work and a sense of humor will help make this candidate successful in this position of crucial responsibility.





Reports to: Director of Counseling

Purpose of the Position: Supervised by the Director of Counseling, the College and Career Coach will work with the leadership and faculty of a particular high school to help design and implement strategies designed to prepare all students for post-secondary success in whatever area a student selects. The predominant areas of focus, however, will be post-secondary education and careers. The College and Career Coach will design and implement a four year plan that will assist each and every student in developing a post-secondary plan and will provide ongoing support and regularly scheduled evaluations which will ensure that all students are developing a plan and taking the steps required to actualize it. Concentrated supports will be provided to students who are experiencing difficulties in this regard. Steps will be taken to determine how alumni are faring in their vocational and/or academic endeavors after their graduation from high school and to determine how the high school's post-secondary programming can continue to provide high schools students the greatest opportunity for post-secondary success.

#### Principal Accountabilities & General Responsibilities:

- Provide general counseling services to a case load of ~ 250 students.
- Develop a comprehensive program of on-track services that produces high graduation rates by providing systematic supports to all students and individualized responses to each off-track student.
- Develop and manage a College and Career Readiness Center
- Work closely with the faculty and staff to increase their understanding of student struggles and enhance their ability to more ably prevent and respond to it.

- Applicants must have been awarded from an advanced degree in school counseling from an accredited college or university. Applicants must also hold a valid Illinois certification in counseling.
- Demonstrated knowledge of college and career counseling.
- Highly skilled in various approaches to change and problem resolution.
- Willing to take risks in terms of attempting new interventions and strategies and to (re)examine their beliefs about special education and services to students with special needs.
- Willing and able to be present and productive in the classroom.
- Capable of determining more efficient ways to provide services to more students.
- Proficient in data collection and analysis.
- Proactive, preventative, positive.
- Strong leadership, collaboration, and communication skills; ability to work a diverse group of professionals around a clear goal
- 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



Chicago Public Schools | 15-016-299-025

- Willingness to take risks and propose solutions or strategies outside of traditional or current paradigms
- Ability to develop strong, empathetic relationships with students and their families; comfort with entire school community including home visits to at-risk students and their families and outreach to community-based organizations





Reports to: Director – Office of Transformation Support

**Purpose of the Position:** Reporting to the Director of the Office of Transformation Support, the data coach will assist teachers and administrative staff to leverage student achievement, perception, demographics and process data to Transform the school's data driven culture. In this role, data coach will help teams of teacher and/or individual to examine data, examine student's strengths and weakness and identify instructional strategies, structure, programs and curriculum to address identified needs.

#### **Principal Accountabilities:**

- Provide ongoing professional development for teachers and administrators in the areas of data collection and analysis.
- Train, coach and support school personnel to lead data analysis in the different types of data to make timely and appropriate decisions about curriculum, assessment and instruction.
- Facilitate regular data reviews with each instructional and student support departments to guide the use of data to inform modifications in practice
- Monitor the results of both state and local testing and assist schools with analysis of the results and assist with the design and implementation of focused intervention.
- Keep abreast of all new development in areas of data analysis and disseminate current information to all teachers and administrators.
- Assist with Instructional Leadership Team planning.
- Participate in activities which lead to continued professional growth.
- · Fulfill other duties as assigned

#### **General Responsibilities:**

- Demonstrated commitment to outcome-based accountability, data-driven decision-making, differentiated instruction, and continuous adult learning as drivers of improved student outcomes
- Ensure fidelity in the transformation implementation and manage its current version and presentation from a high level
- Demonstrated team-building skills; ability to focus a diverse group of professionals around a clear goal and then monitor progress towards that goal
- 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
- Assist with Data Team planning.





- Must hold an Illinois Teaching Certification
- Experience in K-12 Education
- Demonstrated use of data-informed decision making and formative use of data to inform instruction
- Exemplary teaching experience in assigned curricular area(s)
- Advanced Degree in Education, Educational Psychology, or Curriculum & Instruction highly preferred





Reports to: Director of Strategic Management

**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 Transformation 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

- 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 decisionmaking, 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 School Strategy and Execution

**Purpose of the Position:** Under the direction of the Director of High School Strategy & Execution, the individual in this position works as a senior project manager coordinating school improvement efforts in schools receiving SIG funding. 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 "SIPg" 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 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.



Chicago Public Schools | 15-016-299-025

- 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.
- 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 SIPg activities to ensure reporting deadlines are in compliance..
- Ensures open communication between development, program, and finance functions to ensure the overall alignment of school needs and management SIPg 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 SIPg activities.

- 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 decisionmaking, 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 grant administration background preferred
- Strong interpersonal, communication, public speaking and presentation skills
- Demonstrates strong competencies in negotiations and diplomacy





Reports to: Principal

**Purpose of the Position:** Supervised by the Transformation School Principal, the Transformation Community Connector will develop strong community connections between a select Transformation High School and its community.

# Principal Accountabilities & General Responsibilities:

- Initiate and lead a process of asset mapping, continuously discovering the resources represented by the Transformation school's many community resources, including community residents and parents; churches; voluntary associations; public, private and non-profit institutions; and physical assets. Create a database of community resources uncovered from the asset mapping process.
- Cultivate and nurture strategic community-school partnerships with residents, local institutions and community based businesses in the high school's community (including local police district). Develop mutually beneficial relationships that remain consistent with the goals and mission of the Transformation High School.
- Work with the Local School Council and the Parent Advisory Council as a bridge between the school and various sectors of the community; as an interpreter of the school to the community and vice versa; as a negotiator of win-win scenarios; as a broker among assets. Additionally, work with the school Principal and other administrators to develop a continuous needs assessment process to determine the social-emotional needs of youth who are entering the school (i.e. gang violence prevention, drug use prevention, etc.) Use community based relationships in prevention efforts.
- Open up opportunities for teachers, students and parents to partner with community groups and organizations in mutually beneficial activity.
- Assist in recruiting of students to the campus. Promote Transformation school's success throughout the community.
- Attend meetings on growth-issue related community issues as a representative of the Transformation High School.
- Perform community-based research as needed to enhance community-school partnerships.
- Plan, implement and coordinate special events for community members and students to enhance community-school partnerships (i.e. school open houses for teachers and parents/students; student recruitment fairs).
- Position requires a flexible schedule with some evening and weekend work. Knowledge
  of the community is a big plus.

#### Qualifications/Skills:

The successful candidate will be a creative matchmaker with a strong interest in quality education for urban youth and deep belief in the power of school/community alliances. S/he will have a bachelor's degree and a minimum of five years increasingly responsible experience. S/he will possess strong organizational and planning skills; strong writing and communication skills; interpersonal skills; and an ability to handle a multitude of tasks and deadlines. S/he will be a good listener and will possess the ability to maintain and grow relationships while working effectively with people from diverse backgrounds. S/he will be self-motivated, able to recognize



Appendix C: Job Descriptions Chicago Public Schools |15-016-299-025 and communicate strategic opportunities, and able to work collaboratively in a results-orientated environment. Resourcefulness, creativity, capacity for hard work, and a sense of humor will help make the candidate successful in this position of crucial responsibility.

# Appendix D

**School specific Letters of Support** 



1313 South Sacramento Avenue Chicago, IL 60623 p: 773 542 6766 f: 773 542 6955 www.nlcphs.org

April 12, 2011

Terry Mazany Interim Chief Executive Officer 125 S Clark, 5th FL Chicago, IL 60603

Dear Mr. Mazany:

We, the undersigned, are the faculty and staff of North Lawndale College Prep (NLCP). We strongly support the CPS Office of School Improvement's application to the Illinois State Board of Education for the FY12 School Improvement Grant Request for Proposals. Since 1998, NLCP has served over 400 students a year and, since 2007, when we opened our second campus at Collins High School, we have served up to 900 students each year. This year, over 190 seniors will graduate from NLCP and over 170 will go on to college.

We want the best school possible for our students. ISBE's School Improvement Grant will provide the resources that can make NLCP a great school. We believe that NLCP's involvement with the Curriculum Framework Project will improve our students' performance on the PSAE, improve our graduation rate and, most importantly, improve our alumni graduation rate from college. We need the time and staffing to develop and refine our curriculum. Over the next three years, The School Improvement Grant will provide the extra staffing for significant improvement in teaching and student learning.

Now that NLCP serves over 900 students, the need to analyze data to help classroom instruction is more important than ever. Our students need special help with reading. We are especially excited by the possibility of summer transition programs for incoming 8th graders and for the extra help represented by Read 180 and System 44. Our students need more time in school. This School Improvement grant will help NLCP expand student learning opportunities through Phoenix Rising, extended day programming, and College Bridge courses.

A school is only as good as its teachers. NLCP teachers need the best professional development possible. This grant will help us to receive professional development in the Curriculum Framework project, in non-violent conflict resolution, in CPI training and in staff observations of our instructional practice. Additionally, this funding will help support teachers in two weeks of professional development in early August and in mid June.

We enthusiastically support this School Improvement funding application. We are committed to NLCP and its growth. We, as NLCP faculty, will do whatever it takes to maximize the achievement of our students and we believe this grant will meet that objective.

Sincerely,

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Clan Joh	English.
Winasheta	English
M. and	Mall
Michele Henry	
Leidi Curran	English

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Lisa Wallace	Spanish-Chair & Teacher
alli (7-3ll	SPANISH TEACHER
RachelyMason	NAT Teach.
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Tiffany L Childress	Typence Teacher Cisz Freagament &
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Jauren Joulier	English teacher
Kath Ry	P.E. teacher
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Kate Fulghorn	Social worker Moth Feacher
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	7710

Amanda Richey	History trackor.
Joe Recker	History teacher
Vernica Crespo Rich	History teacher
Joe Becker Vermica Cresporich Tammy Reed	History teacher  History teacher  Substitute Treacher
1 diving	Justino K. Picele Jr.
1	

Sky Michielson	Science Dept Chair
1 consol Dorca	Science Departmen Chair
Parin Patel	Science Teacher
Pam Wagner	Science Teacher
Lave Rower DR	Social Studies Teacher
Maria Grom	Science Teacher
Thomas Corbiere	Science Teacher
	•

Mike Grow Make Aus	Math teacher
CHEIS WOLF Our GIP	MATH TEACHER
Steven M. Wilson M. M. W.L	Theatre + Performance Teacher
Nellie Pearson Malie Pearson	Special Education
Griselda Ramiraz	Spanish Teacher
RICHARD E. TOWNSELL	MATH TEACHER

ERIN DUVALL W	MATH TEACHER
ERIN DUVALL at	Math Teacher
Rogn Dansmen	MATTH TEACHER
Clubell adle	Mater Teacher
-	

**Subject Area/Staff Responsibility Faculty name** ENTILE PRONCULUSIUP English SCIENCE English



Tricoci University of Beauty Culture, LLC 2000 Spring Road, Suite 202 Oak Brook, IL 60523

June 29, 2010

Mr. Terry Mazany Interim Chief Executive Officer Chicago Public Schools 125 S Clark Street, 5th Floor Chicago, IL 60603

Dear Mr. Mazany:

I am writing on behalf of North Lawndale College Prep's (NLCP) Board of Directors (Board). I have served on the Board for the past 5 years and am currently its chairman. As you know, being a charter school, NLCP reports to the Board; we are ultimately responsible for the success of our school. Improving NLCP's academic execution and student outcomes has always been our number one priority. As such, we are pleased to support the CPS Office of School Improvement's application to the Illinois State Board of Education for the FY12 School Improvement Grant Request for Proposals.

Two years ago, the Board directed the school leadership team to come up with an academic plan to improve our students' performance on the PSAE, which has remained flat for the better part of five years. While we are proud of our high school graduation rate, our college enrollment and our college graduation rates, we know that PSAE improvement is an essential task.

The NLCP academic plan, approved by the Board in March 2010, is consistent with the School Improvement Grant priorities:

- 1. Implementation of the Curriculum Framework Project with UIC and Hersey HS;
- 2. Use data and assessment to accelerate analysis of instructional practices to improve student learning;
- 3. Deepen instruction through extended day, summer programming, 9th grade transition courses and freshmen reading through Read 180 and System 44;
- 4. Increase professional development through CFP, data analysis, training in peer observation, and crisis intervention; and
- 5. Improve our Culture and Mission, with special emphasis on Peace, student retention, parent involvement and more strategic mental health interventions.

The support that the School Improvement Grant represents will accelerate NLCP's progress on our academic plan. I can assure you that the entire Board will work with NLCP to ensure the success that all of our students deserve.

Sincerely.

Brian G. Weed

CEO, Tricoci University of Beauty Culture



1615 South Christiana Avenue Chicago, IL 60623 p: 773 542 1490 f: 773 542 1492 www.nlcphs.org

April 22, 2011

Mr. Terry Mazany Interim Chief Executive Officer Chicago Public Schools 125 South Clark Street, 5<sup>th</sup> Floor Chicago, IL 60603

Dear Mr. Mazany:

I am writing on behalf of the entire North Lawndale College Prep (NLCP) community. I am one of the founders of NLCP and have worked here as a teacher, dean of students and director of school expansion. I currently serve as president of the school and will begin my 14<sup>th</sup> year with NLCP come this July.

NLCP does many things well. Our culture of peace, high school graduation, college enrollment and college graduation rates rank among the best in the city. While we are proud of these results, improving NLCP's academic performance has always been our highest priority. The CPS Office of School Improvement's application to the Illinois State Board of Education for the FY12 School Improvement Grant Request for Proposals represents significant assistance for our highest priority.

We know that PSAE improvement is an essential task. Two years ago we came up with an academic plan to improve our students' performance on the PSAE which has remained flat for the better part of five years. This plan was approved by our board, embraced by our faculty and welcomed by our parents. Enclosed in our application is a faculty support letter representing 90 of our staff and over 120 parent signatures endorsing our academic plan.

The NLCP academic plan is consistent with the School Improvement Grant priorities:

- Implementation of the Curriculum Framework Project (CFP) with the University of Illinois at Chicago and Hersey High School;
- 2. Utilize data and assessment to accelerate analysis of instructional practices to improve student learning;

- 3. Deepen instruction through extended day, summer programming, 9<sup>th</sup> grade transition courses and freshmen reading through the Read 180 and System 44 programs;
- 4. Increase professional development through CFP, data analysis, training in peer observation and crisis intervention; and
- 5. Improve the NLCP Culture and Mission with special emphasis on Peace, student retention, parent involvement and more strategic mental health supports.

I am convinced that support the School Improvement Grant represents will accelerate NLCP's progress on our academic plan and establish NLCP as one of the highest performing high schools in one of the most challenged communities in Chicago. I can assure you that the entire NLCP community will work tirelessly until we achieve this goal.

Sincerely,

John Horan

President



1615 South Christiana Avenue Chicago, IL 60623 p: 773 542 1490 f: 773 542 1492 <a href="https://www.nlephs.org">www.nlephs.org</a>

April 22, 2011

Mr. Terry Mazany Interim Chief Executive Officer Chicago Public Schools 125 South Clark Street, 5<sup>th</sup> Floor Chicago, IL 60603

Dear Mr. Mazany:

I am writing on behalf of the entire North Lawndale College Prep (NLCP) community. I have been in education for seventeen years, the last four of which at NLCP. I have served here in many capacities. I worked as a math teacher, math department chair, and currently serve as the principal. I have a vested interest in its success and am excited about the opportunities the School Improvement Grant can bring.

NLCP does many things well. Our culture of peace, high school graduation, college enrollment and college graduation rates rank among the best in the city. While we are proud of these results, improving NLCP's academic performance has always been our highest priority. The CPS Office of School Improvement's application to the Illinois State Board of Education for the FY12 School Improvement Grant Request for Proposals represents significant assistance for our highest priority.

We know that PSAE improvement is an essential task. Two years ago we came up with an academic plan to improve our students' performance on the PSAE which has remained flat for the better part of five years. This plan was approved by our board, embraced by our faculty and welcomed by our parents. Enclosed in our application is a faculty support letter representing 90 of our staff and over 120 parent signatures endorsing our academic plan.

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- 3. Deepen instruction through extended day, summer programming, 9<sup>th</sup> grade transition courses and freshmen reading through the Read 180 and System 44 programs;
- 4. Increase professional development through CFP, data analysis, training in peer observation and crisis intervention; and
- 5. Improve the NLCP Culture and Mission with special emphasis on Peace, student retention, parent involvement and more strategic mental health supports.

I am convinced that support the School Improvement Grant represents will accelerate NLCP's progress on our academic plan and establish NLCP as one of the highest performing high schools in one of the most challenged communities in Chicago. I can assure you that the entire NLCP community will work tirelessly until we achieve this goal.

Sincerely,

Nicole Howard

Min House

Principal



1313 South Sacramento Avenue Chicago, IL 60623 p: 773 542 6766 f: 773 542 6955 www.nlcphs.org

April 12, 2011

Terry Mazany Interim Chief Executive Officer 125 S Clark, 5th FL Chicago, IL 60603

Dear Mr. Mazany:

We, the undersigned, represent the parents, grandparents and guardians of the students who attend North Lawndale College Prep (NLCP). The parent community of NLCP is pleased to support the CPS Office of School Improvement's application to the Illinois State Board of Education for the FY12 School Improvement Grant Request for Proposals. Since 1998, NLCP has served over 400 students a year and, since 2007, when NLCP opened the NLCP Collins campus, the school has served up to 900 students each year. This year, over 190 of our sons and daughters will graduate from NLCP and over 170 will go on to college.

We want the best school possible for our children. ISBE's School Improvement Grant will provide the resources that can make NLCP a great school. We believe that NLCP's involvement with the Curriculum Framework Project will increase our sons' and daughters' performance on the PSAE. NCLP's teachers need time to develop and refine the curriculum to both increase students' performance on standardized tests and to prepare them to graduate from college. The School Improvement Grant is right on time.

Now that NLCP serves over 900 students, the need to analyze data to help classroom instruction is higher than ever. Our sons and daughters need special help with reading. We are especially excited by the possibility of summer transition programs for incoming 8th graders and for the extra help represented by Read 180 and System 180. Our children need more time in school. This School Improvement grant will help NLCP expand student learning opportunities through Phoenix Rising, extended day programming, and College Bridge.

A school is only as good as its teachers. NLCP teachers work so hard and they deserve the best professional development possible. This grant will help staff to receive profession development in the Curriculum Framework project, in non-violent conflict resolution, in CPI training and in observations of teachers' instructional practice. Additionally, this funding will help support teachers in two weeks of professional development in early August and in mid June.

NLCP parents and guardians enthusiastically support this CPS funding application. We are committed to NLCP and its growth and we will provide needed support for the Transformation efforts. Please do not hesitate to contact us through the school.

Johnne M. White	Amanda M. White
Jebourh Welch	1
Dean laige	Banettel Young Braittany Parge
Sharinta Gary	Shantosia Redmond
LYNDH LITSON	Shantasia Redmond
	NUTASHA MARSHAII
2 Sudoth Water	Juwan Wooten
Patricia Howard  Bridgette Wooten  Probert Whitchell	Juwan Wooten
Narvell Jefferson	Christan Jefferson
Annathe Bannett	Shaquia Johnson
Marrella Moore	1 <b>f</b>
Ressie Wright	Kierra Magett Curmen williams
Patricia Souck	Toni Barnet
makita Thuinas	Takira Thurman
Ora Coleman	I re Meticius Coleman
· Kenchar Calle	Brian Sappington
Thiseles Carters	Spara Cartes
Destrolle Bass	DoMarko Malette
Martine 114	Deliailo Mario

Parent/Guardian Name	Student Name
Jeanine Thomas	Jakendra Seals
Bontha Conninsham	Doral Tackson
Veronica Bradley	Salen Smith
Tajuanna Laws	Tagyisha Drisdell
Latasha Allen	Laikon Carter
Diane Dotson	Demetrius Williams
Velicia Jordan	Cameron broken
Yolanda Johnson	Precious coordian
Sherita Newman	Ciara Newman
Gloria Housti	Ebini Schnsen
C/ysz Youren	Rasham Mayborry
Spalla Thomas	X yle Smith
Doolie Wolf	Syammet Hous TON
Narvell Sefferson	Christian Fefferson
Dena Weldt	Tearra Welst
Sharron Jones	nigking Chandler
· idre Seato	SAbaina Spats
Sharon Morris	Cherita Nooris
Manejold Martinez	Jehiel Martinez

.

**NLCP Student** Parent/Guardian name RAVEN JACKSON

yolauda Tohusaus	Treciaus Worshall
Beiva Dordis	Bianca Churchill
A.W. Jones Jr.	Debron Powell
THAIH ANDERSON -	ASHANTRUDA APRILHEART
Jane Jemon	Overtner Taylor
Dara Williams	Ashbey Williams
Tanisha Barber	Mameshia Braxton
Dopne Ha Green	MysHow JACKSON
N/A	Mer Collins
Crystal Merchant	PUHOLI Gray
Ressie Wright	The MA Williams
JOAnne MWhite	Amanda M. White
angela re Journe	Ashley S. Fancler
LATONIA WILLIAMS	LAURICE WILLIAMS
Tinnelle Gowdy	Toni 60wdy
Jasmine Carpenter	Joy Carpenter
William L. Girbs Je	William L. GIBBS
Ta relace Dellard	Kaluna W. Hord
arice Smith	Kenyatta Smith
Dera Whitehead	Weiner Whilehead

Snarrow FRichard Johnson	Devonté Johnson
Stephanie Little	Britani Jordan
Keith Johnson SR	Keith Johnson JK.
Ira L Gilmer	Kendall J. Gilmer
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Parent/Guardian Name	Student Name
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EULISHA PRESS CRAFT	TATIANIA CEAFE
NAOMI Ellis	Nia Ellis
Michelle astford	Tiara Ashford
Tera Whitehead William	Marina Whiterend
Ever Patton	Ershela Simpso

Onnu Johnson	Dennel John
Lesa Barnes Hoges	Den el John Janeistra Hayes Anneistra Hayes
Zeanotte Friday	Keaundra Day
Poshelle Henderson	Sehn Henderson
Aspana Dien Kenny	Tyrell KIRK,
Phonda Work	Raver Singleson
Marlissa White	Malcolin Boyd
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Parent/Guardian Name	Student Name
Cellie French	Kelly Fronch
DELOCES DONALDSON	KRISHUNDIA PARKEK
Precedia Massey	
Do to	Strange Warrack British & Nose
Thore Ta delle	D'Andre, Marsean Margeis Helder
Dane Jane	Tashara Prince
Tiffang Ross	Darshi Lockett
Shereace Merrill	Lanesha Baldwin
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DISTRICT OFFICE: 259 N. PULASKI RD. CHICAGO, ILUNOIS 60624 PHONE: 773/533-0010 PAX: 773/533-1971

CAPITOL OFFICE: MIZI STATE HOUSE SPRINGFIELD, ILLINOIS 62206 PHONE: 217/782-6252 PAX: 217/782-2115



ANNAZETTE R. COLLINS
STATE SENATOR • 5TH DISTRICT

COMMITTEES:
EDUCATION
ENVIRONMENT
HUMAN SERVICES
LICENSED ACTIVITIES
STATE GOVERNMENT

& VETERAN AFFAIRS

April 15, 2011

Christopher Koch Illinois State Board of Education 100 N. 1<sup>SI</sup> Street Springfield, IL 62777

Dear Superintendent Koch:

I am writing to express my full support for Chicago Public School's (CPS) request to be awarded School Improvement Grant funds to go to North Lawndale CP. The federal monies will be used to provide adequate resources in order to raise substantially the achievement of their students so as to enable the school to make adequate yearly progress and exit improvement status.

I urge the Illinois State Board of Education to give full, fair and favorable consideration in developing this very important project. If I can be of any further assistance to you in facilitating the development of this project, please do not hesitate to contact me directly at my district office.

Sincerely,

Annazette R. Collins State Senator, 5<sup>th</sup> District

#### **Asset Based Community Development Center**

4145 North Greenview, Chicago, IL 60613

April 20th, 2011

Terry Mazany Interim Chief Executive Officer 125 S. Clark, 5<sup>th</sup> FL Chicago, IL 60603

Dear Mr. Mazany:

The Asset Based Community Development Center, a training affiliate of the Asset Based Community Development Institute of Northwestern University, is pleased to support the CPS Office of School Improvement's application to the Illinois State Board of Education for the FY12 School Improvement Grant Request for Proposals. Since 1994, we have conducted research on successful partnerships between schools and communities in urban areas via The ABCD Institute of Northwestern University. In 2006, a project of the ABCD Center was conceived to provide educators serving our nation's public schools with training and technical assistance in the implementation of asset-based community development strategies to strengthen mutually beneficial relationships between schools and local communities.

We've provided training and technical assistance to Perspectives Charter Schools of Chicago to create, design, and hire for a new role called the "Community Connector" during the 2006-2007 school year. Beginning in 2009, we partnered with the CPS Office of Community Schools to provide training and technical assistance to over 15 community school resource coordinators. In 2010, we partnered with the CPS Office of School Improvement in creating three school-based Community Connector roles and training those staff to work in selected turnaround schools in the district.

The ABCD Center provides specialized community building training for educators that include, but is not limited to the following topics; the role of a community connector, community asset mapping, and establishing sustainable mutually beneficial partnerships between schools and communities. In our partnership with North Lawndale College Prep High School we will direct our resources toward training Community Connectors in the implementation of community building strategies that enhance school culture and strengthen local partnerships to benefit the academic and developmental outcomes of Chicago Public School students. At the end of the grant term, we expect the trainings and technical assistance provided will ensure strong community partnerships are established that are sustainable and productive.

We strongly endorse this CPS funding application and are confident that we can provide the expertise and support the Office of School Improvement seeks. We look forward to continuing our partnership with CPS and providing the community building support that enables school administrators to ensure productive community partnerships. If you have any questions or require additional information, please do not hesitate to contact us; I can be reached directly via email at <u>j-kretzmann@northwestern.edu</u> or by phone at 773-472-4632.

Sincerely,

John Kretzmann

John P. ( Ard ) Hutzmann

Director



PO Box 1290
44 North Prospect Street
Amherst, MA 01004-1280
Tel: 413-256-9306
Fox: 413-266-9971
www.pescedevelopmentfund.org

Mission District Office:
PO Box 40250
San Francisco, CA 94140-0250
Tel: 415-642-0900
Fex: 415-642-9200
posce@poscefund.org

2011 April 15

Terry Mazany Interim Chief Executive Officer 125 S. Clark, 5<sup>th</sup> Flr Chicago, IL 60603

Dear Mr. Mazany:

I am writing today in support of North Lawndale College Preparatory (NLCP) schools' application for the School Improvement Grant from the Illinois State Board of Education.

As the Program Coordinator of a national public foundation supporting peace and justice organizing, I come into contact with well over 300 organizations every year working to create peace in their community. As a resident of the city of Oakland, CA and the Board President of CURYJ, an organization serving gang-involved youth, I also know the challenges of building a culture of peace in violence-ridden communities.

The work that is happening at NLCP is nothing short of miraculous. Even with my experience working with violence prevention organizations from around the country, including having done work in schools, prisons and in community based settings; I almost never witness the type of transformation that NLCP has gone through in two short years.

Their work is more impressive when viewed against the backdrop of the violence in Chicago and the economic challenges throughout the country. In the past couple of years, the city of Chicago has made national headlines for the amount of violence it has experienced, and we know that violence and crime increases during times of economic struggles.

I have had the honor to do some work myself at NLCP, having helped to facilitate a week-long training for some of their student leaders. It was very clear to me that the students have taken ownership of their campaign to build a peaceful culture in their school, and I know from experience that once you have young people buy into what you are trying to do, that change is not only possible but inevitable.

We know how important having a peaceful, safe environment is for a student's academic success. But spending their days in a culture that promotes peace will have an impact much larger than in academics alone. The students of NLCP are learning a valuable lesson in how to relate to each other and how their actions can have an impact on the larger community.

With the leadership of committed teachers like Ms. Childress, NLCP has become a beacon of hope, and hopefully a model that will be replicated in other schools around the country. I urge you to support NLCP and help them continue to change the lives of Chicago youth.

Sincerely.

azu Haga

Program Coordinator

#### Children's Memorial Hospital

2300 Children's Plaza, Chicago, Illinois 60614-3394 773.880.4000 www.childrensmemorial.org

April 27, 2011

Jean-Claude Brizard Chief Executive Officer 125 S Clark, 5<sup>th</sup> FL Chicago, IL 60603

Dear Mr. Brizard:



Children's Memorial Foundation

Children's Memorial

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Affiliated with Northwestern University's Feinberg School of Medicine

The Community-Linked Mental Health Services Program of Children's Memorial Hospital is pleased to support the CPS Office of School Improvement's application to the Illinois State Board of Education for the FY12 School Improvement Grant Request for Proposals.

The Community-Linked Mental Health Services Program is a joint program of the Department of Child and Adolescent Psychiatry and the Children's Memorial Hospital Injury Prevention and Research Center. The project began as the Safe Schools, Successful Students Project, a pilot research project that was funded by the Illinois Children's Healthcare Foundation to implement all aspects of the 2004 Chicago Public Schools' Social Emotional Policy in two schools comparing school-based and community-linked models of service delivery. Results of this multi-year pilot indicated positive outcomes for student and school variables, and underscored the importance of sustaining these efforts through a collaborative partnership approach.

In 2008-2009, the program provided consultation to 14 CPS schools through the ISBE Mental Health Grant. In 2008-2009, the partnership with CPS expanded to provide consultation regarding developing and implementing the three-tier public health model for approximately 40 schools. This work included contracts with the Office of Specialized Services to provide consultation to the ISBE Mental Health Grant and the Department of Education, Safe Schools Healthy Students grant; and to the Chief of Staff, to provide consultation regarding model development and implementation support for evidencebased practice in schools targeted for a district-wide pilot of Response to Intervention. This work included a focus upon building linkages to community mental health agencies aimed at promoting resilience and social/emotional competence for youth and overcoming barriers to accessing mental health services. Since 2009, the CLMHSP has provided consultation services to the Office of Specialized Services focused upon developing local capacity to deliver evidence-based clinical interventions in the Chicago Public Schools through a community-school partnership model. Through various grant initiatives, the CLMHSP team has trained several hundred community- and school-based clinicians and developed training and implementation materials. In addition, since 2010, the CLMHSP has provided consultation to the Office of School Improvement's Turnaround High Schools that focuses on model development and implementation support of a threetiered approach to mental health services. In the current school year, this includes

providing consultation to Marshall, Fenger, and Harper High Schools. Finally, through the Culture of Calm Initiative, we are providing supported implementation on Tier II interventions for 47 CPS high schools through a school-community partnership model, as well as three-tiered support for Manley High School.

Our goal is to implement Tier I, II, and III activities in partnering schools that benefit the climate and culture for both students and adults, leading to higher academic and personal achievement for students. We pride ourselves on being a transformative change agent in concert with schools, and on being resilient and adaptable to various school climates. For Kelvyn Park High School, we will focus our resources to address issues related to the impact of violence and unmet mental health issues that directly impact student academic, behavioral, and emotional functioning. We will work with the Office of School Improvement and school administrators to address factors that improve student attendance, PSAE performance and college preparedness, and self-efficacy, while decreasing serious misconducts and truancy. At the end of the grant term, we expect that Kelvyn Park High School will have all the necessary structures for a comprehensive three-tiered model of mental health service delivery that will address the impact of exposure to trauma and violence; will decrease the number of students requiring Tier III supports; and will contribute to a boost in attendance and graduation rates.

We strongly endorse this CPS funding application and are confident that we can provide needed support for the Transformation efforts. We look forward to continuing and strengthening this partnership. If you have any questions or require additional information, please do not hesitate to contact us; I can be reached directly via email at <a href="mailto:ccicchetti@childrensmemorial.org">ccicchetti@childrensmemorial.org</a> or by phone at (773) 880-4816.

Sincerely, PhD

Colleen Cicchetti, Ph.D.

Director, Advocacy and Community-Linked Mental Health Services Program

Department of Child and Adolescent Psychiatry

Children's Memorial Hospital

2300 Children's Plaza, Box 10

Chicago, IL 60614



# **Visitor Experience & Learning**

April 14, 2011

Mr. Terry Mazany
Interim Chief Executive Officer
Chicago Public Schools
125 S Clark, 5th FL
Chicago, IL 60603

Dear Mr. Mazany:

I am writing on behalf of the Adler Planetarium. The Adler is a premier public resource for engaging with space science. We have an eight-year relationship with North Lawndale College Prep due to our Summer Teen internship program and are profoundly appreciative of the work that NLCP does in Chicago.

The Adler Planetarium is pleased to support the CPS Office of School Improvement's application to the Illinois State Board of Education for the FY12 School Improvement Grant Request for Proposals. Since 1998, NLCP has served over 400 students a year and, since 2007, when NLCP opened the NLCP Collins campus, the school has served up to 900 students each year. This year, over 190 seniors will graduate from NLCP and over 170 will go on to college. ISBE's School Improvement Grant will provide the resources that can make NLCP a great school. We believe that NLCP's involvement with the Curriculum Framework Project will increase our students' performance on the PSAE. NLCP's teachers need time to develop and refine the curriculum to both increase students' performance on standardized tests and to prepare them to graduate from college. The School Improvement Grant will provide this much needed help.

Now that NLCP serves over 900 students, the need to analyze data to help classroom instruction is higher than ever. NLCP students need special help with reading. The School Improvement grant will help establish summer transition programs for incoming 9th graders and give extra help through the Read 180 and System 44 programs. This School Improvement grant will also help NLCP expand student learning opportunities through Phoenix Rising, extended day programming, and College Bridge.

A school is only as good as its teachers. NLCP teachers work so hard and they deserve the best professional development possible. This grant will help staff to receive professional development in the Curriculum Framework project, in non-violent conflict resolution, in CPI training and in observations of teachers' instructional practice. Additionally, this funding will help support teachers in two weeks of professional development in early August and in mid June. The Adler Planetarium enthusiastically supports this School Improvement grant application. We are committed to our relationship to NLCP and its growth and look forward to a long association with NLCP students and alumni.

Sincerely

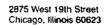
Karen Carney

Associate Vice President for Visitor Experience and Learning

Adler Planetarium 312-322-0516

kcarney@adlerplanetarium.org

cc: Charles Katzenmeyer; Adam Tarnoff; Paul Knappenberger.



(773) 484-1000 saintanthonyhospital.org



April 14, 2011

Terry Mazany Interim Chief Executive Officer Chicago Public Schools 125 S Clark, 5th FL Chicago, IL 60603

Dear Mr. Mazany:

I am writing on behalf of Saint Anthony Hospital, which is a faith based, non-profit community teaching hospital dedicated to serving the health needs of Chicago's near southwest side. I am pleased to support North Lawndale College Prep and the CPS Office of School Improvement's application to the Illinois State Board of Education for the FY12 School Improvement Grant Request for Proposals.

Saint Anthony's direct connection with North Lawndale College Prep began when I was "Principal for a Day" at the Collins Campus for two consecutive years. That was how I became most familiar with all the great things the school is doing to prepare young people for the rigors of college. Also, a large group of Saint Anthony employees have participated this year as Content Experts and Judges for Senior Project. This initiative is a requirement for graduation where all seniors must write a research paper and successfully present the topic to a panel of independent judges.

Since 1998, NLCP has served over 400 students a year and, since 2007, when NLCP opened the NLCP Collins campus, the school has served up to 900 students each year. This year, over 190 seniors will graduate from NLCP and over 170 will go on to college.

ISBE's School Improvement Grant will provide the resources that can make NLCP a great school. We believe that NLCP's involvement with the Curriculum Framework Project will increase our students' performance on the PSAE. NLCP's teachers need time to develop and refine the curriculum to both increase students' performance on standardized tests and to prepare them to graduate from college. The School Improvement Grant will provide this much needed help.

Now that NLCP serves over 900 students, the need to analyze data to help classroom instruction is higher than ever. NLCP students need special help with reading. The School Improvement grant will help establish summer transition programs for incoming 9th graders and give extra help through the Read 180 and System 44 programs. This School Improvement grant will also help NLCP expand student learning opportunities through Phoenix Rising, extended day programming, and College Bridge.

A school is only as good as its teachers. NLCP teachers work so hard and they deserve the best professional development possible. This grant will help staff to receive professional development in the Curriculum Framework project, in non-violent conflict resolution, in CPI training and in observations of teachers' instructional practice. Additionally, this funding will help support teachers in two weeks of professional development in early August and in mid June.

Saint Anthony Hospital enthusiastically supports this School Improvement grant application. We are committed to our relationship to NLCP and its growth and look forward to a long association with NLCP students and alumni.

Sincerely.

President & Chief Executive Officer



Terry Mazany Interim Chief Executive Officer 125 S Clark, 5<sup>th</sup> FL Chicago, IL 60603 April 12, 2011

Dear Mr. Mazany:

I am the Chief Executive Officer of Lawndale Christian Health Center (LCHC). For the nearly 50% of our LCHC patients who have no insurance, LCHC is the place where health care services are still financially accessible. For community residents who are seeking jobs, LCHC is a place to secure employment. For students, LCHC is a place to receive training. For our peers, LCHC is a place to find ideas about providing health care for an underserved community.

I am also writing as a member of North Lawndale College Prep's (NLCP) board of directors and as a resident of North Lawndale. I want to express my enthusiastic support for the CPS Office of School Improvement application to the Illinois State Board of Education for the FY12 School Improvement Grant Request for Proposals.

I want to highlight some key areas in which the School Improvement Grant will help NLCP. LCHC employs over 400 people. A great high school education and a college diploma is a key component of LCHC's viability. One of NLCP's alumni is a graduate from Howard University and a nurse at LCHC. NLCP's extended learning opportunities like Phoenix Rising and community internships are making a real difference in the number of college graduates ready for employment. The School Improvement Grant will only deepen this important aspect of NLCP.

There is a severe shortage of African Americans with Science, Technology, Engineering and Math professionals. NLCP's work with the Curriculum Framework Project will not only improve the school's performance on PSAE. It will also improve NLCP's outcomes in STEM related coursework, an area in which NLCP has traditionally underperformed. Funding from the School Improvement Grant will help the work of curriculum development teams, allowing NLCP to track performance on interim assessments and improve teacher instruction and student learning.

An important part of LCHC's services is mental health. The stresses of living in an under-resourced community and the trauma associated with exposure to violence make these services a necessity. NLCP's high expectations for academic excellence are matched by rigorous social service support. The School Improvement Grant will intensify NLCP's support through help with class counselors, parent coordinators, and the NLCP culture of Peace. LCHC looks forward to partnering with NLCP to deliver these all important resources.

The School Improvement Grant will help a good school become a great school. NLCP and the young people of the West Side deserve such an investment. You will find no better partner.

Sincerely,

Bruce E. Miller, CEO

Lawndale Christian Health Center





April 14, 2011

Mr. Terry Mazany Interim Chief Executive Officer Chicago Public Schools 125 S Clark, 5th FL Chicago, IL 60603

Dear Mr. Mazany:

I am writing on behalf of Free Spirit Media, which is a nonprofit organization that partners with schools and organizations to provide education, access, and opportunity in media production to under-served urban youth. I am pleased to support North Lawndale College Prep and the CPS Office of School Improvement's application to the Illinois State Board of Education for the FY12 School Improvement Grant Request for Proposals.

Our partnership with NLCP began when Free Spirit Media began providing media production classes at the Christiana Campus almost seven years ago. With the opening of the Collins Campus in 2007, FSM makes classes available for all students over the course of their high school years. We also provide summer internships to selected NLCP students through our popular Hoops High program.

Since 1998, NLCP has served over 400 students a year and, since 2007, when NLCP opened the NLCP Collins campus, the school has served up to 900 students each year. This year, over 190 seniors will graduate from NLCP and over 170 will go on to college.

ISBE's School Improvement Grant will provide the resources that can make NLCP a great school. We believe that NLCP's involvement with the Curriculum Framework Project will increase our students' performance on the PSAE. NCLP's teachers need time to develop and refine the curriculum to both increase students' performance on standardized tests and to prepare them to graduate from college. The School Improvement Grant will provide this much needed help.

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A school is only as good as its teachers. NLCP teachers work so hard and they deserve the best professional development possible. This grant will help staff to receive professional development in the Curriculum Framework project, in non-violent conflict resolution, in CPI training and in observations of teachers' instructional practice. Additionally, this funding will help support teachers in two weeks of professional development in early August and in mid June.

Free Spirit Media enthusiastically supports this School Improvement grant application. We are committed to our relationship to NLCP and its growth and look forward to a long association with NLCP students and alumni.

Sincerely,

Jeff McCarter

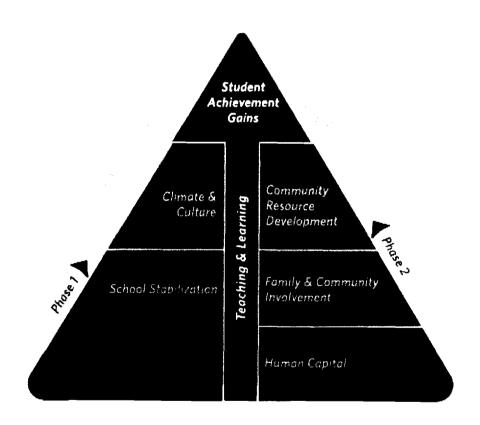
Founder & Executive Director

### Appendix I.B

**Whole School Improvement Model** 

## **CPS Whole School Improvement Model**

We believe in the promise of every student—even when they cannot see it themselves. With backgrounds in education, business, technology and social services, our experienced team of professionals works in partnership with schools, students, families, and others in making school improvements that help students reach their true potential. At OSI, our community organizing approach to school improvement depends on the involvement of members of the community.



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

#### **Teaching & Learning**

- · Ensure absolute focus on college and career readiness skills
- · Assign responsibility for skill growth
- Implement aligned interim assessment system
- Support Backward Design unit and lesson plan development
- · Drive instruction using data
- · Provide effective coaching and professional development
- Ensure optimal vertical and horizontal collaboration around student progress

#### **Focus and Alignment**

- Analyze data and determine how to use specific interventions with specific cohorts of students
- Implement planned interventions
- Review efficacy of implemented interventions with regard to student outcomes
- Incorporate learning on specific interventions (positive and negative) into next planning cycle

#### **Human Capital**

- Foster school—university partnerships
- Create turnaround organizational structure
- Enhance diversity of staff across multiple indicators
- Encourage professional development in turnaround model
- Hire staff with turnaround competencies and experience

#### Family & Community Involvement

- Mobilize families and community stakeholders for supporting school improvement
- Map and connect community assets to schools for collaboration
- Create framework for increased communication, transparency, and mutual accountability
- Grow partnerships through cultivating neighborhood relationships
- Ensure family and community understanding of student expectations

#### **Community Resource Development**

- Establish extensive portfolio of out-of-school programming
- Increase parent and student participation
- Increase school and community integration
- Provide evidence-based social-emotional programming
- Develop extended learning program in alignment with academic curriculum

#### **School Stabilization**

- · Establish school operations
- · Stabilize school culture
- · Establish staff and student routines
- Establish student support systems (aligned with assessment growth)

#### Climate & Culture

- · Increase student attendance
- · Decrease serious misconduct
- · Increase student satisfaction

#### **Student Achievement Gains**

- Incorporate Prairie State Achievement Exam (PSAE)- ACT, ISBE Science, and WorkKeys
- Integrate EXPLORE and PLAN exams
- Administer Illinois Standards Achievement Test (ISAT)

## Appendix II.B

**Data Analysis Protocol** 



## **Standard Meeting / Data Review Protocol**

School:				
Grade Level:				
Group / Pod:				
Meeting Date:				
Essential Comm	on Core Standard	d(s) Measured:	-	
	tudent strengths and	weaknesses on the a	ssessment(s)?	
Strengths:				
The percent of% to	scoring p	SMART Goal proficient or higher is end of	in will in _ as measured by	crease from given on
Weaknesse	es:			
2. Student perfor	mance results on targ # Students	geted standard/skill: # Scoring @	# Scoring Below	# Scoring
	Taking Assessment	Mastery	Mastery	Intensive Intervention

3. Did we meet our SMART Goal?



		Transformation Support
4.	Identify ant achievement gaps in studen	t performance:

5	What successful strategies were	used in areas	where strong re	sults were observed?

6. Analyze Strengths and Challenges

	Strengths	Challenges
Mastery Students		
Below Mastery Students		
Intensive Support Students		

7. Students who need Re-teaching Plans:

Teacher	Student	Assignment
-		
-		-
	- <del></del>	
		1

8. Students who need New/Updated Individual Student Assistance Plans:

Teacher	Student	Sponsor/Monitor
	<u></u>	

9. What should be considered for next year?



#### 10. New and/or Revised SMART Goal:

	SMART Goal	
The percent of	scoring proficient or higher in	will increase from
% to	% by the end of as measu	ired by given on
·		

## Appendix II.F

Professional Development Plan

Meeting & Collaboration Schedule

School Improvement Intervention Outline

## 2011 – 2012 North Lawndale College Prep Professional Development Schedule

Year	Month	Day/Date/Time	Topic	Audience
2011	Jul	TU-TH/26-28/8am-4pm	Summer Leadership Retreat	<ul> <li>Instructional Leadership Team</li> </ul>
2011	Aug	TH-FR/4-5/8am-4pm	NLCP Orientation	All New Staff
		TH-FR/4-5/ 8am-4pm	Asset Based Community Development	Community Connector
		M-F/8-12 & M-W/15- 17/8am-4pm	Curriculum Framework Project	Instructional Staff
		M-TU/8-9/8am-4pm	RTI+, Social & Emotional Education, Crisis Prevention     (facilitated by Children's Memorial Hospital)	Counseling Staff
		W-FR/10-12/8am-4pm	Restorative Justice (facilitated by Gathering for Justice)	Counseling Staff
		TH-FR/18-19/8am-4pm	Summer Data Academy	All Staff
2011	Sep	F/2/8-4pm	Data Retreat	• ILT
		W/7/2-5pm	Data Deep Dives	All Staff
		W/14/2-5pm	ILT Leadership Team Meeting	• ILT
		W/21/2-5pm	ILT Curriculum Framework Project (facilitated by UIC) – CFP     Components Mapping	• ILT
		FR/23/8-4pm	Staff PD Day	All Staff
		W/28/2-5pm	Department/Vertical Alignment Meetings	By Department
2011	Oct	W/5/2-5pm	Data Deep Dives	All Staff
ĺ		W/12/2-5pm	ILT Leadership Team Meeting	• ILT
		W/19/2-5pm	ILT Curriculum Framework Project (facilitated by UIC) – Action	• ILT
			Planning	
		W/26/2-5pm	Department/Vertical Alignment Meetings	By Department

Year	Month	Day/Date/Time	Topic	Audience
2011	Nov	W/9/2-5pm	ILT Leadership Team Meeting	• ILT
		F/12/8am-4pm	Staff PD Day - Data Deep Dives	All Staff
		W/16/2-5pm	ILT Curriculum Framework Project (facilitated by UIC) –	• ILT
			Advanced Tools Design and Production	• ILT
		W/23/2-5pm	Department/Vertical Alignment Meetings	By Department
		W/30/2-5pm	Data Deep Dives	All Staff
2011	Dec	W/7/2-5pm	ILT Leadership Team Meeting	• ILT
		W/14/2-5pm	ILT Curriculum Framework Project (facilitated by UIC) –	• ILT
			Advanced Instructional Design, Delivery and Techniques	
		F/16/2-5pm	Department/Vertical Alignment Meetings	By Department
2012	Jan	W/4/2-5pm	Data Deep Dives	All Staff
		F/6/8am-4pm	ILT Data Retreat	• ILT
		W/11/2-5pm	ILT Leadership Team Meeting	• ILT
 		W/18/2-5pm	<ul> <li>ILT Curriculum Framework Project (facilitated by UIC)</li> </ul>	• ILT
}			Consulting, Feedback, Review	
		W/25/2-5pm	Department/Vertical Alignment Meetings	By Department
2012	Feb	W/1/2-5pm	Data Deep Dives	All Staff
ļ	ļ .	W/8 <b>/</b> 2-5pm	ILT Leadership Team Meeting	• ILT
	1	W/15/2-5pm	<ul> <li>ILT Curriculum Framework Project (facilitated by UIC)—</li> </ul>	• ILT
			Developing Elaborated Unit Description (Inventories)	
		W/22/2-5pm	Department/Vertical Alignment Meetings	By Department
2012	Mar	W/7/2-5pm	Data Deep Dives	All Staff
1		W/14/2-5pm	ILT Leadership Team Meeting	• ILT
		W/21/2-5pm	<ul> <li>ILT Curriculum Framework Project (facilitated by UIC) –</li> </ul>	• ILT
			Consulting, Feedback, Review	
Į		W/28/2-5pm	Department/Vertical Alignment Meetings	By Department
		F/30/8am-4pm	ILT Data Retreat	• ILT

Year	Month	Day/Date/Time	Topic	Audience
2012	Apr	W/4/2-5pm	Data Deep Dives	All Staff
		W/11/2-5pm	ILT Leadership Team Meeting	• ILT
	1	W/18/2-5pm	ILT Curriculum Framework Project (facilitated by UIC) –	• ILT
			Developing Elaborated Unit Description (Inventories)	
		W/25/2-5pm	Department/Vertical Alignment Meetings	By Department
		F/27/8am-4pm	Staff PD Day	All Staff
2012	May	W/1/2-5pm	Data Deep Dives	All Staff
		W/8/2-5pm	ILT Leadership Team Meeting	• ILT
		W/15/2-5pm	ILT Curriculum Framework Project (facilitated by UIC) –	• ILT
	1		Materials Platform, Collaboration & Networking	•
		W/22/2-5pm	Department/Vertical Alignment Meetings	By Department
2012	Jun	M-F/4-8 & M-F/11-	Curriculum Framework Project PD and Planning for SY12/13	Instructional Staff
		15/8am-4pm		

## Meeting & Collaboration Schedule

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 Development & Intervention Leadership Team Meetings	Weekly	SD&I Assistant Principal & SD&I Department Chairs	In weekly 90 minute meetings Department Chairs (Attendance, 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	Every 3 Days	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 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 11/III Interventions.

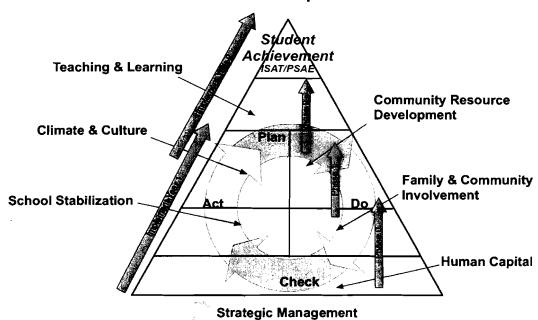




# School Improvement Intervention Summary FY12 SIG Intervention Outline

School North Lawndale College Prep HS		
Date / Version v1.2 - 4/13/11		
Lead Partner	CPS Office of Transformation Support	
President	John Horan	

### **CPS Whole School Improvement Model**



Investment Summary		
Strategic Management	\$220,047.00	
Human Capital	\$0.00	
School Stabilization	No Demonstrated Need	
Family & Community Involvement	\$66,270.00	
Climate & Culture / Student Development & Intervention	\$407,091.00	
Community Resource Development	Supported Through Other Funding Sources	
Teaching & Learning	\$1,189,524.00	
Total Investment	\$1,882,932.00	









## Interventions by Model Element (Year 1)

Strategic Management & Capacity Building			
Need			
OTS Direct Supports			
	Intervention		Investment
improvement plan is fully impleme facilitates activities at the direction Office of Transformation Support.	ect Management Support le direct full-time project management servicented with fidelity, manages risks to plan import of administration. This individual will be an ement Project Manager (\$78,000.00 + Benefit	elementation, and nemployee of the CPS	\$103,934.00
Strategic Management. This indiv	Analyst Support irect data analysis and support to the school, idual will be an employee of the CPS Office		
Support.  0.5 FTE School Improv  KPIs – Support for All KPIs	ement Data Analyst (\$39,000.00 + Benefits)		\$51,966.00
Data & Rhythmus), a fully aligned Transformation Support. This pro  Easy Rhythm Strategic Safari Video Conference	gned to help manage an organization in supp strategic management program adopted by the	ne CPS Office of	\$32,280.00
Leadership Development I Professional Development provide administrative skills necessary to s Best Practices, Knowledge Manage (PDR), School Leadership Team, I Curriculum Planning & Manageme Contingency Planning, School Prov and Transformation Readiness. The transformation together to share be Summer Leadership Re Extended Staff Comper	d to senior and mid-tier school leadership to support a successful school improvement efforment, Short & Long Range Planning, Prioritinstructional Leadership Teams, Lessons Learnt, Resource Planning, Student Safety Plannicedures & Systems, Project Management & Celeadership development program will tie all st practices.  Iterat (Lodging/Food/Transportation \$7,250.0 sation 12 Staff X 24 hours X \$35.00 + benefit PD & Knowledge Management Meetings (	rt. Topics will include: ies/Data/Rhythmus med, Capital Projects, ing & Management, Controls, Communications, schools in turnaround and 00) fits = \$10,940.00	\$31,867.00
m 19 – aubhoir ioi vii vi. 12		TOTAL	\$220,047.00







Human Capital			
Need	There will be open positions, based on the filled.  Professional development for staff will be continue sustained growth and new prog withdrawn.	be critical as capacity is	built in the school to
OTS Direct Supports	OTS will leverage the Human Capital Group within the Office of School Improvement. The OSI HC team will act similarly to an executive recruiting firm in comprehensively supporting the school by facilitating defined staff identification, selection, and staffing process where the process is managed by OSI HR, but decisions reside at the local level.		
Intervention Investr		Investment	
		TOTAL	\$0.00

	School Stabiliz	zation	
Need	Need No Identified Need – School is Stable		
	Intervention		Investment
		TOTAL	\$0.00

	Family & Community Involvement	
Need OTS Direct Supports		
	Intervention	Investment
community involvement in Development approach to e	ty Involvement  brovide planning, coordination and direct support to improve family and school. The community connector will employ the Asset-Based Community enhance a very deep engagement of the community with the school. unity Connector (\$50,000.00 + Benefits \$13,270.00 = \$63,270.00)	\$63,270.00
The Asset-Based Commun movement that considers lo development. Building on functions of local institutio strengths to build stronger, train building staff in OTS  Contract Service		\$3,000.00
	TOTAL	\$66,270.00









Climate & Culture / Student Development & Intervention		
Need		
OTS Direct		
Supports		
Intervention	Investment	
Restorative Justice dean to provide direct targeted restorative justice supports to students who demonstrate student behavior infractions that are disruptive to the learning environment.  1.0 FTE Restorative Justice Dean (\$58,000.00 + Benefits)  KPIs – Improve Learning Environment / Lower Student Discipline Incidents	\$71,953.00	
	\$71,933.00	
Student Advocate / Mentor Intervention for Students  Student advocates working directly with students as adult mentors in support of social/emotional issues that are negatively impacting attendance, student achievement, and student behavior. Student Advocates are responsible for a defined caseload as part of the school's Tier II support interventions.  1.0 FTE (\$36,000.00 + Benefits)  KPIs - Improve: Student Attendance; EPAS; Graduation Rate; Freshmen On-Track Rate; PSAE; and, Decrease: One-Year Drop-out Rate &Student Misconduct Incidents for student cohort.	\$48,075.00	
Counseling Interventions for Students		
School Counselor(s) to provide direct interventions with student social/emotional issues that are negatively impacting student achievement, as well as college and career supports. The counselor will be assigned to a cohort grade level and loop with students throughout their high school years providing supports as part of the schools defined Tier I and Tier II support interventions.		
<ul> <li>2.0 FTE Counselors (\$55,000.00 + Benefits)</li> <li>KPIs - Improve: Student Attendance; EPAS; Graduation Rate; Freshmen On-Track Rate; PSAE; and,</li> <li>Decrease: One-Year Drop-out Rate &amp;Student Misconduct Incidents for student cohort.</li> </ul>	\$137,394.00	
PD / Tier I, Tier II & Tier III School-Wide Climate & Culture Supports		
The students of NLCP often deal with extensive trauma due to life circumstances that must be appropriately addressed to ensure learning can take place following a social-emotional learning model. The capacity of the entire staff to follow a singular approach to social-emotional learning will be expanded through professional development and consultation with nationally recognized experts in the field. NLCP will contract for professional development facilitation and delivery to support improving the school-wide climate & culture through the integration of a Social/Emotional Education and crisis management Program.		
Contract (Children's Memorial Hospital) to provide direct professional development and consultation services under a defined SOW, to building the capacity of all staff in an aligned social-emotional education and crisis prevention program, including: Baseline Assessment (30 hrs), Strategic Planning (30 hrs), Professional Development (50 hrs) & Coaching (100 hrs), and fidelity checks / administrative support (30 hrs). (Contracted Services 240 hrs x \$100.00 per = \$24,000.00)		
<ul> <li>Contract (Gathering for Justice) to provide professional development and consultative support to build and enhance a culture of restorative justice. The Gathering for Justice envisions a sustainable intergenerational and intercultural social justice movement that connects individuals through ethical values to shift the cultural norms of violence towards comprehensive community enhancement for the full potential of future generations. (Contracted Services 10 Days X \$1,500.00/day = \$15,000.00)</li> <li>Extended Teacher Time for teachers to attend a series of professional development sessions</li> </ul>		
focused on: RtI+ Supports, Social/Emotional Learning, Restorative Justice, and Crisis Prevention. PD to take place during Summer Professional Development, Extended School Day Professional Development, and during the school day 70 Teachers X 10 after-school hrs X \$35.00 + Benefits = \$26,776 10 Counselors X 40 Summer hrs X \$35.00 + Benefits = \$15,195	<b>#</b> 00.0=1.00	
KPIs – Improve: Student Attendance; EPAS; Graduation Rate; Freshmen On-Track Rate; PSAE; and, Decrease: One-Year Drop-out Rate &Student Misconduct Incidents for student cohort.	\$80,971.00	









College & Career Readiness	
Working collaboratively with thought leaders, NLCP has a newly developed College and Career	
Readiness Program for implementation in FY12. The program needs additional resources to add to the	
counseling team that are dedicated singularly to this purpose, and professional development and	
collaborative planning time for the counseling team in support of a successful launch of the new program.	
<ul> <li>1.0 FTE College &amp; Career Coach to work with students and build school capacity to deliver</li> </ul>	
high impact college and career readiness programming (1.0 FTE (\$55,000.00 + Benefit)	\$68,698.00
KPIs -Graduation Rate; % of Students Enrolled in College for cohort group (Senior Class)	Ψ00,030.00
TOTAL	\$407,091.00
TOTAL	φ <del>τ</del> υ/,υ <u>91.</u> 00

Community Resource Integration / Community School			
Need			_
	Intervention		Investment
			\$
		TOTAL	\$0.00
	Teaching and Lea	rning	
Need			
OTS Direct			
Supports			
	Intervention		Investment
North Lawndale College Prep, w Support, will be creating a power improvement, based on the comp be a significant emphasis of year data analysis compatibilities, wh The integration of new Data Syst enhance the school's ability to co  Purchase PowerSchoo Purchase Scranton Pe Data Coaches will provide direct to utilize data to improve student learning strategy. This individua  O.5 FTE Data Coach (  I.0 FTE Data Coach (  Data Coaches and Office of Tran development to staff in data prote an extended summer professiona after-school sessions, and Saturd  Summer Academy (  Monthly After School Benefits = \$48,196)  ILT Friday-Saturday  KPIs – Improve: EPAS (Overall.)	of (License - \$20,000.00)  rformance Series and Supports (License - \$35,000 professional development and coaching support : learning following a set protocol aligned to the trail will be an employee of the CPS Office of Trans (\$39,000.00 + Benefits = \$51,966.00 - OTS) \$55,000.00 + Benefits = \$68,698.00 - NLCP) is formation Support staff will provide direct profecols and facilitate "data retreats" to review and a I development academy, in-school department me	e of Transformation n identified area for ing in this area will uate data systems or system, will greatly  0.00) for teachers in how eaching and formation Support.  essional unalyze data during eetings, "deep-dive"  nefits = \$32,131) \$35.00/hr +  Benefits = \$11,016) Freshmen On-Track	\$267,007.00









Support	NORTH LAWNDAL
Increase College Readiness / Advanced Placement (AP) & College Bridge	
Dual Credit Program  The NLCP curriculum is geared toward creating a college readiness culture. The school offers a unique variety of in-school college preparation programs, including a dedicated college preparation curriculum for students, and support programs for parents. Necessary expansions of this program	
include increasing direct academic interventions and support systems. AP offerings will be expanded beyond those currently offered to expand ELA, Math, and Science. In addition to increasing the number of AP courses from the current 3 to 8, AP program enhancements will also include a Jump Start Summer Program (Advanced Placement) for student preparation for Advanced Placement Course success. Students would attend a two week intensive instructional AP Jump Start Academy to provide students with skills to be successful in AP courses.	
(NLCP will provide additional teachers to support expansion of AP courses as an in-kind support)     Extended Teacher Time to provide direct instruction to students during the Jump Start	
Summer Program (Advanced Placement) (6 Teachers X 2 wks X 5 hrs X \$35.00/hr + benefits = \$22,952.00).  Extended Teacher Time for select teachers to attend a series of professional development	
sessions and collaborative planning focused on: AP Courses (6 Teachers X 15hrsX \$35.00 + Benefits = \$3,444.00)  Phoenix Rising Program is a unique program for students to have a unique summer opportunity after	
their freshman, sophomore, and junior year.  Phoenix Rising Program Coordinator (\$55,000.00 + Benefits = \$68,698)  80 Students (300 students X \$300.00 = \$24,000.00)	
The school will also institute a unique <u>Dual Credit Program</u> in collaboration with the City Colleges of Chicago where students will be able to "dual enroll" in a college level course offered at school during the regular academic day, with the course also counting toward HS graduation requirements. Dual	
Credit courses will also be expanded to after school, evenings, and Saturdays in year two. Once fully implemented, a student will be able to complete a full year of college credit upon graduation from High School. Articulation agreements between the school and the City Colleges are in process in anticipation of a potential SIG award, as are Articulation Agreements between the City College	
System and other state 4-year colleges to ensure transferability of credits.  Contract Services with the City Colleges of Chicago (contract - \$20,000.00)  The school will also institute a unique College Bridge Program in collaboration with student selected Colleges and Universities where students will receive direct support from NLCP staff to ensure a positive start to college. NLCP staff will additionally follow and support all college students through	
their first year of college This is a new initiative that will be launched during the summer of 2012, but will be funded through a different funding source  Funded Outside of SIG	
KPIs – Improve: EPAS (Overall/Reading/ELA/Science/Math); Graduation Rate; College Enrollment %; Student Attendance Rate; and, Decrease: One-Year Drop-out Rate for student cohort.	\$139,094.00
Freshman Transition to High School Program  Freshmen would attend a mandatory two-week Summer Bridge Program during the summer proceeding high school. The program is designed to ease the transition to high school for incoming freshmen by preparing them for a successful introduction to high school through the development of study habits and high school success routines. The freshmen would work through the important social-emotional factors that impact freshmen success, including developing relationships with NLCP teachers and support staff assigned to the freshmen level.	
• 16 Teachers & Support Staff (16 Staff X 10 days X 6 hours X \$35.00/hr + Benefits) KPIs – Improve: EPAS (Overall/Reading/ELA/Science/Math); Graduation Rate; On-Track-to-Graduate Rate; Course Pass Rate; Student Attendance Rate; College Entrance for freshmen cohort; and, Decrease: One-Year Drop-out Rate; Student Discipline Infraction Rate; & Course Failure Rate for student cohort.	\$36,469.00
Literacy Programming Incoming students to NLCP have an average reading rate equivalent to a 5th grade student, so intensive literacy programming is necessary to quickly elevate the skill deficiencies of select students. Through curriculum alignment and integrating reading and writing skills throughout the curriculum. NLCP will provide instructors for dedicated reading course for students who are deficient in reading skills, supplemented by reading support software purchased through the grant.  Purchase Reading Program Support Technology System (Scholastic – Read 180 & System 44 / 3 Section Perpetual Seat Licenses, Supplemental Reading Materials, Instillation, Training, Support Package / Purchase - \$138,260,00)	
Purchase Dedicated Desktop Computers (Dell – 60 X \$899.00 = \$53,940.00)  KPIs – Improve: EPAS (Overall/Reading/ELA/Science/Math); Graduation Rate; On-Track-to-	



student cohort.



\$192,200.00

Graduate Rate; Course Pass Rate; and, Decrease: One-Year Drop-out Rate & Course Failure Rate for





Technology Enhancements for Differentiated Instruction	
NLCP intends to incorporate a robust program of differentiated instruction in the school that will be aligned through the infusion of technology enhancements throughout the instructional program.	
Equipment will be added through a two-year technology enhancement plan. All professional	
development will review technology utilization and best practices.  • Smart Boards for core instructional classrooms (10 X 2,797.00 = \$27,970.00)	
■ Mobil Laptop Carts (2 X 30 Dell Computer Laptop Carts X \$25,378.00 per =\$50,756.00)	
KPIs – Improve: EPAS (Overall/Reading/ELA/Science/Math); Graduation Rate; On-Track-to-	
Graduate Rate; Course Pass Rate; Student Attendance Rate; College Entrance for freshmen cohort;	\$78,726.00
and, Decrease: One-Year Drop-out Rate; Student Discipline Infraction Rate; & Course Failure Rate	\$70,720.00
for all students.	<del></del>
Instructional Improvement / Curriculum Coordination & Alignment	
Free department chairs in ELA, Math, Science Reading, & Social Science who will provide: direct coaching support for all department teachers (2 Coaching Visits per week), Facilitate a major project	
designed to align curriculum in the core to the Common Core Standards, Facilitate Cross-Curricular	
Alignment and differentiated instruction, and provide professional development. Department Chairs	l
would be completely freed during capacity building in each department – years 1 and 2 of the grant –	
then return to their general assignment.	
<ul> <li>5.0 FTE / 1 Each in ELA, Math, Science &amp; Reading (\$55,000.00 + Benefits)</li> <li>KPIs – Improve: EPAS (Overall/Reading/ELA/Science/Math); Graduation Rate; On-Track-to-</li> </ul>	
Graduate Rate; Course Pass Rate; Student Attendance Rate; PSAE; and, Decrease: One-Year Drop-	
out Rate; Student Discipline Infraction Rate; & Course Failure Rate for student cohort.	\$345,548.00
	Ψ373,376.00
Curriculum Framework Project	
NLCP is built on the mission of preparing all students for college and career readiness, with an emphasis of building a college preparation culture throughout all programming. NLCP has made	
strides toward that target through dramatic improvements in the school culture and graduation rate,	ļ
but the Needs Assessment revealed that the NLCP curriculum was not aligned to college readiness	
standards. A comprehensive curriculum development project was necessary to enhance the ability of	
highly proficient instructional staff to deliver on the promise of the school to prepare students who are	}
college ready. NLCP will undertake a comprehensive Curriculum Framework Project to align the curriculum to the Common Core Standards, starting in 2011-12 with the four core instructional areas.	
This is an ambitious project, but necessary to prepare students for success. NLCP will receive	]
support from their Lead Partner (CPS Office of Transformation Support) as well as a contractual	ļ
arrangement with the University of Illinois at Chicago / Curriculum Framework Project. Backward	
Design is the curricular focus. Staff will begin with an intensive Summer Academy, followed by	
department collaboration and weekly professional development sessions that are built into the contractual day. Staff will also be participating in regular professional development sessions at UIC	
following a train-the-trainer model, with follow-up support through a defined SOW.	
Contract with the University of Illinois at Chicago / Curriculum Framework Project	
(\$25,000.00)	
• Summer Academy for Professional Development / Curriculum Work (50 Teachers X 6	
Days X 8 hours X \$35.00 + Benefits = \$91,803.00)  Evening LHC Professional Development (12 Staff X 15 X 2hrs X \$35.00/hr + Benefits =	
Evening UIC Professional Development (12 Staff X 15 X 2hrs X \$35.00/hr + Benefits = \$13,667)	
KPIs – Improve: EPAS (Overall/Reading/ELA/Science/Math); Graduation Rate; On-Track-to-	
Graduate Rate; PSAE/ACT; and, Decrease: One-Year Drop-out Rate; Student & Course Failure Rate	
for all students.	\$130,480.00
TOTAL	\$1,189,524.00
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