



Illinois State Board of Education

Gery J. Chico, Chairman
Dr. Christopher Koch, State Superintendent

FY 2013

1003(g) School Improvement Grant

Exemplar Proposal Packet



Informational Materials for Grant Writers

Questions may be answered by contacting any of the SIG principal consultants at ISBE, Department of Teaching and Learning, Division of Innovation and Improvement.

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LEA Overview and Rationale

Capacity

- Needs Analysis: Teachers and Leaders
- Needs Analysis: Instructional Support
- Needs Analysis: Time and Support
- Needs Analysis: Governance



“In successful organizational improvement, . . . leaders find ways to include stakeholders in the process without letting them divert from it. That process takes a strong unbending will and a compass set determinedly on children’s learning”
(Hassel, Hassel, & Rhim, 2007, p.5).



DISTRICT NAME AND NUMBER East St. Louis School District 189	REGION, COUNTY, DISTRICT, TYPE CODE 50 - St. Clair - 189	NAME OF SCHOOL East St. Louis Senior High School
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Part III – District Level Capacity Analysis

District Level: Policies, Procedures and Practice Analysis

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

Teachers and Leaders

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

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

Examined: There is not a written process or protocol for the formal evaluation of programs and services in the District. As a result of this gap in the system, the district has no way of assessing the effectiveness of programs based on any data. The district is exploring ways to grant operational flexibility to the new high school principal in the areas of staffing, budgeting and the calendar. Any additional time added to the day or school year will require negotiation with the local teacher union (1220).

Strengthened: The District recently hired a superintendent and executive team with proven experience in leading bold school reform in schools and school districts to improve student achievement. The District will use the experiences learned from this team coupled with best practice research to implement systematic change to improve student achievement while building capacity for the system to support outstanding principals and teachers. A comprehensive plan for administrative professional development will need to be established collaboratively with the Lead Partner and the LIFT grant consultants (LIFT is a 5-year grant that provides professional development to District and school administrators.). Although the superintendent has the ability to reassign or replace principals, a formal system for removing ineffective teachers is not currently in place. This work will begin with the negotiation of a new teacher evaluation system with the teacher union based on teacher practice and student growth.

Developed The District will work in collaboration with the local teacher's union (1220) to develop and implement a rigorous evaluation system for principals and teachers that will include both teacher practice and student growth components. Crafting an effective memorandum of understanding with the union is critical to implementing an evaluation system that rewards and retains teachers for the aforementioned components. This will enable the district to objectively retain and support teacher development and will allow the removal of ineffective staff. Staffing guidelines are being developed for implementation in the District. There are currently no written policies governing staffing in the schools or the district. The finance department will need to create a needs based budgeting process to guide the work of the building principals in effective budget practices. Currently, the budgets are based on a per-pupil allocation.

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Instructional and Support Strategies

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
<p>Our district uses data to drive decisions and targets resources and ongoing support to low-performing students in the neediest schools. <u>Considerations:</u> Data exist to support the decision to allocate resources towards a particular service, material, equipment, etc.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Our district has in place a well defined plan for supporting the ongoing need for data collection and analysis to support and drive instructional needs for continuous improvement and/or the need for interventions. <u>Considerations:</u> Personnel, school data teams, professional development, communication.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>District ensures that:</p> <ul style="list-style-type: none"> ▫ Curriculum ▫ Assessment ▫ Instructional Practices <p>lead to equitable educational opportunities and outcomes for all students in its neediest schools. <u>Considerations:</u> There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Our district ensures instructional practices are aligned with assessment practices to measure student progress. <u>Considerations:</u> Grade-level benchmarks, progress monitoring, job embedded professional development.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Our district continuously monitors curriculum to make certain it supports instructional practices that are responsive to student needs. <u>Considerations:</u> There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Teachers are competent in and use a variety of differentiated teaching strategies that meet the needs of all students. <u>Considerations:</u> The district ensures that research-based instructional strategies are implemented. Ongoing professional development is available and provided based on teacher input. Coaches are provided to assist teachers in utilizing instructional practices that best meet the needs of their students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Intervention strategies, supports, and extended learning opportunities are in place for all students who struggle academically. <u>Considerations:</u> Conducts extensive analysis of achievement gaps and develops strategies to address gaps.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

Examined: A new data information system was implemented this school year in the District. This robust system has multiple capabilities for reporting data such as grades, transcripts, attendance, tardiness and discipline. However, there is great concern across the district about the mediocre implementation of this system and the data generated and reported. Additional training must occur to ensure the input of accurate data from the front-end of the process. Several schools including Curtis Miller, the alternative program for discipline in the District have been cited for many issues with their data reporting. Additionally, the roll-over of data from the former information system has still not occurred for one of the District's programs housed at James Williams Learning Center.

Per guidance of Kurt Miller on 5/7/12 4:33 pm in conversation with Catherine Barbour American Institutes for Research consultant, the continuation of the above question is attached in the Appendix.

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Time and Support

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

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

Examined: The District will work with the teacher's union to develop a Memorandum of Understanding to modify the school calendar and extend the day for teachers. The District does not have unilateral authority to modify calendars and increase instructional time. An Individual school has very little flexibility to initiate such changes. An evaluation of the homework period and its effectiveness must occur. The high school subcommittee will continue to review the efficiency of the schedule and examine ways to increase time for student learning and teacher collaboration/professional development. The Human Resources Department will need to recruit a pool of substitutes for the high school in order to provide extended time for job-embedded professional development held during the school day.

Developed: The District does not have a comprehensive needs assessment in place to assess the needs of staff to inform planning for professional development. A needs assessment for professional development will need to be created and administered to all teaching staff. A plan for identifying a cadre of teacher leaders who can effectively lead and facilitate professional development for teachers must be created. Once these leaders are identified, the district must determine ways to effectively provide professional development opportunities for teachers. Options involving extending the day or time for professional development must be negotiated with the teacher's union (1220).

Although the District implemented Response to Intervention (RtI), a clearly articulated framework must be further refined. A universal screener will need to be selected based on the kind of data needed to support high school students. A communication plan will be developed to ensure parents and the community are kept abreast of the initiatives identified in the SIG. This will ensure parents/guardians are actively engaged and informed about the impact of this grant on their children. Parent education and engagement are critical to the success of the transformation of the high school. The School's Leadership Team, the parent engagement coordinator and the Lead Partner will work to infuse the newly created communication plan throughout the school.

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Governance

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

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

Strengthened: The District is in a unique position to successfully support the Transformation Model due to intervention from the Illinois State Board of Education. East St. Louis High School has been failing for nine consecutive years, which contributed to ISBE's decision to become directly involved in the governance of the District. The Superintendent and his Executive Cabinet confer bi-monthly with State Superintendent and members of his executive team to discuss progress and challenges in the district. A new Superintendent and three new Executive Cabinet members who have led successful reform efforts in schools and districts have been hired to lead ESTL 189. In order to sustain a strong governance system to support the implementation of the SIG initiative, the reporting structure for the district and the school level will need to be clearly delineated and strengthened.

Part IV. Determining the (Best-Fit) Intervention Model for School

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school **given the existing capacity in the school and the district?** There is no "correct" or "formulaic" answer to this question. Rather, relative degrees of performance and capacity should guide decision making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. In the first column, check the boxes that accurately describe the school. The checks in the right four columns indicate that if this characteristic is present, the respective intervention model could be an option.

CHARACTERISTIC	INTERVENTION MODEL			
	TURNAROUND	TRANSFORMATION	RESTART	CLOSURE
School Performance				
<input type="checkbox"/> All students experiencing low achievement/graduation rates	✓		✓	✓
<input type="checkbox"/> Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
<input type="checkbox"/> Students experiencing low-achievement in only select subject areas		✓		
School Capacity				
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
District Capacity				
<input type="checkbox"/> Willing to negotiate for waivers of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/providers			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
<input type="checkbox"/> Strong community commitment to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

Section I: Overview and Rationale

A. Development of Needs Assessment

East St. Louis School District completed and attached the required Needs Assessment Packet.

Needs Assessment and Intervention Model Selection

East St. Louis participated in the School Improvement Grant (SIG) process for fiscal year 2012, analyzing the needs of the district, including identifying specific data sources for further investigation that added to our conversations during the state-provided pre-needs assessment webinar series. A SIG committee, composed of 44 district-level and school-level members representing administration and teachers, the local school board, community, parents, and teacher union representation, engaged in a multistep process to analyze the needs of the school. For a complete list of stakeholders, see Appendix A

This process included the following:

- A step-by-step analysis of the sections of the Needs Assessment by groups who reported weekly
- Weekly meetings held to complete the data collection and analysis
- Contacting central office departments and department chairs to gather new data and research on current trends in high school reform initiatives
- Broader community outreach through a series of meetings with the East St. Louis Senior High School Team, the District Leadership Team, Parent Teacher Student Association, local community leaders' organization, and the districtwide "Lead Parent" organization as part of an ongoing communication, collaborative planning, and feedback process
- Completion and review of the Best Fit Intervention Model for the School template provided in the Pre-Application Needs Assessment Packet to determine which option would be the best fit for the school

After a review of the data against the table, the committee was able to eliminate the Closure and Restart models for the reasons noted below. The committee further discussed both Transformation and Turnaround at length. The Transformation model was selected as the best fit for East St. Louis Senior High School (ESLSHS) needs for reasons listed below.

Closure: The Closure model requires that there is an alternate, preferably higher performing school to send the students to. In this case, ESLHS is the only high school in the district. As such, closure is not an option and was removed from the table first.

Restart: The Restart model requires the selection of a charter or education management organization to run the school. The district currently has one charter high school that is not performing well. To close ESLHS would leave students without any public school option in the community. All the stakeholder groups felt this would be a dangerous and highly risky route for the district to take, given the past track record of failure in this area.

Turn-around: This selection was a strong choice of the SIG committee based on a complete analysis of the data but proved not to be a viable one. The district carefully considered the feasibility of removing 50 percent of the staff. Although the district did consider staff transfers and removals, there were several challenges to this approach. First, the district only has one high school, which does not provide sufficient vacancies for placement of tenured teachers. Only 27 teachers in the entire district were hired as nontenured teachers in 2012, and only three of these were high school teachers. And, the team did not believe that simply moving teachers around would solve the problem. Second, historically, East St. Louis is a hard to staff school district because of declining enrollment and a limited pipeline of potential incoming teachers. This model would add to the human capital issue and not help to resolve existing staffing issues. Finally, the team was certain they would have more success with the teachers union by implementing a model that offers teachers a chance to receive coaching and professional development and be evaluated based on performance. This not only allows for the removal of poor-performing teachers but also allows for the advancement of many who are able to excel.

Transformation: This is the model agreed to by all stakeholders. The SIG committee viewed the primary difference between turn-around and transformation to be replacing 50 percent of the teaching staff. However, the committee did consider that all student groups are struggling and wanted to be sure that the Transformation model would lead to dramatic change to current practice. The committee strongly supported accountability for teacher performance, and the administration and teacher's union negotiated the removal of teachers who received Unsatisfactory or Needs Improvement ratings from the school. All teachers will review pertinent data with the administration and be given support for improvement. Further, the administration and the union worked to negotiate increased instructional time and collaboration to implement the model with fidelity. The negotiated changes to the teacher contract are responsive to the committee's recommendations.

The district is committed to hiring a new school leadership team (SLT) using the Public Impact Turnaround Leader Competencies as a guide. In addition, with the commitment of new leadership, many teacher leaders from the high school have stepped up and heavily engaged in the planning process. Under new leadership, with committed teachers and with a strong lead partner, East St. Louis is confident that the Transformation model is the best fit for the district. The deep commitment from all parties to completely reform ESLSHS is, quite frankly, astonishing.

LEA Capacity: The SIG team understands the size of this challenge and has positioned itself, specifically the district leadership team, for success. The superintendent is committed to closely monitoring this initiative through monthly team meetings. In addition, although not required under transformation, the district has committed to hiring a transformation officer to work closely with the school team, executive director of secondary education, and lead partner to ensure success. East St. Louis is collaborating with American Institutes for Research (AIR) as a lead partner to increase capacity to drive dramatic transformation in a short period of time. Finally, there are several initiatives throughout the application that the district is committing additional funds to. For instance, all but one of the instructional

coaches will be paid for through other funds. This is evidence of the districts capacity and commitment as well as planning for sustainability.

B. Needs Analysis

Teachers and Leaders

The District is in the process of revising its practices, policies, and procedures around hiring, evaluation, and creating incentives to retain highly talented staff. The needs assessment indicated that strong leadership is critical to the successful transformation of the school. As part of the school improvement reform process, job descriptions that focus on turn-around competencies have been created. The district is in the process of identifying strong internal and external instructional leaders as well as realigning/reassigning administrative, instructional, and support staff to best meet the needs of the school and the students.

The district is exploring ways to grant operational flexibility to the principal in the areas of staffing, budgeting, and calendar. Currently, the district does not have unilateral authority to modify calendars and increase instructional time, nor does an individual school have the flexibility to initiate such changes. In granting this operational flexibility, the principal will have greater control over professional and support staff, including recruitment, dismissal, and placement of staff based on school need and staff qualifications. The district has negotiated a Memorandum of Understanding (MOU) with the teachers union that grants the principal the authority to remove teachers who receive Unsatisfactory or Needs Improvement ratings.

The local teachers union (1220) has agreed to work closely with the district to develop and implement a rigorous evaluation system, including teacher practice and student growth components. The biggest challenge facing success of the new evaluations is not in implementing the evaluation itself, but in finding ways to pay for the additional staff time it will take to develop, pilot, implement, and roll out the plan. The SIG provides opportunity for us to compensate teachers for participating in the development of

the evaluation instrument and process. Crafting an effective MOU with the union is critical to implementing an evaluation system that rewards and retains teachers for improved teacher practice and student growth.

In addition to negotiating issues of teacher time and performance, the district is in the process of developing incentives to attract and retain the most talented teachers and leaders. Incentives being discussed include compensation (such as hiring and tenure bonuses), support for attaining additional credentials (including, but not limited to, National Board Certification), and opportunities to present at state and national conferences. Direct participation in the decision-making processes at the school will empower teachers. A leadership preparation program will create a pipeline for administrative positions. Bonuses for improved attendance are also being considered because the teacher attendance rate, as noted in the needs assessment, is 88 percent.

Instructional and Support Strategies

Instructional support will have the greatest direct impact on student performance. It also is one of our greatest challenges. As noted in the needs assessment, a viable Grades K–12 curriculum is not currently in place. District and school instructional leaders, coaches, and teachers need to work intensely as early as this summer and throughout the school year to develop a coherent and comprehensive curriculum that is aligned to the Common Core State Standards (CCSS) as part of a college-ready and career-ready education. Led by AIR, which is the lead partner, ESLSHS will create a fully aligned mathematics and English language arts curriculum, based on the CCSS, as part of a college-ready and career-ready education. Instructional practices, materials, and assessments will be developed and fully implemented by 2014. In order to changes practice within the school, the following strategies will be implemented:

- English language arts and mathematics teachers will **develop a curriculum framework and benchmarks.**

- **Instructional coaches** will be trained to support individual teacher's implementation of the new standards, benchmarks, and materials.
- **All content areas will meet weekly in professional learning communities (PLCs).** All teachers will work to infuse literacy and mathematics skills in social studies, science, and career and technology education (CTE). More details about the PLC model are included later.
- The newly aligned curriculum and accompanying assessments will be completed with **accountability shared by all content areas.** Teams of teachers will develop common units and assessments for each course. Lesson plans will be submitted electronically through Skyward, the district's recently acquired robust student management system.

The successful implementation of an assessment system that provides formative and summative assessments to support the curriculum will also be a priority. Although there is a data management system that supports the creation of benchmark assessments, this system is not currently being implemented with integrity or fidelity. At the high school, the quarterly assessments report a dismal failure rate for almost all students. Through the creation of weekly and later biweekly PLCs as well as course-alike and department meetings, teachers will have the ability to consistently review assessment data, aligned to the standards, and to use this data in a systematic and formative manner to improve instruction, including the development of Tier II and Tier III instructional interventions for both struggling and high-performing students.

The needs assessment identified that teachers are not meeting on a regular basis for any instructional collaboration. According to Dufour and Eaker, the most promising strategy for substantive school improvement is developing the capacity for school personnel to function as a PLC. The teachers union and Board of Education recognize the importance of implementing PLCs as a tool to increase teacher collaboration. As such, the teachers union has agreed to participation in PLCs on a weekly basis. This structure provides job-embedded professional development for both teachers and administrators that

focuses their efforts on student learning. In addition, the analysis of multiple data sources will empower teachers to respond to the academic and social/behavioral needs of students. An intense focus on including research-based best practices and instructional strategies for creating rigor and relevance in the classroom also will be infused in the professional development and curriculum alignment work with the Framework for Teaching and Evaluation as a guide.

As noted in the needs assessment, current policies on attendance, truancy, and discipline must be reviewed and updated annually. In some cases, where policies are nonexistent, new ones must be created. The district is supporting the creation of structures and policies, including the development of a student support team, a comprehensive curriculum policy that includes grading and promotion, and a defined program evaluation cycle. A special education task force will be created to review and make recommendations to address access and equity issues related to the general education curriculum and programming for students receiving special education services. The alternative programs in the district, Curtis Miller and James Williams Learning Center, will be audited by this task force.

Time and Support

Implementation of dramatic, intense change requires significant support from the district and school leaders, instructional coaches, and the lead partner. The district leadership team is structured to allow for additional staff time at the district level to support this effort, including the creation of the transformation director. AIR is contributing nearly 5,000 hours of support the first year, or the equivalent of 2.5 full-time staff to support the work. The SIG committee, Board, and teachers union all support this work.

In addition to commitment to the initiative, all parties are in agreement that extra time is needed to fully implement the transformation model with fidelity. This includes not only extending instructional time but also extending collaboration and professional development time for teachers.

Instructional Time: Extended learning time is a major focus for all stakeholders. Given student proficiency scores, more instructional time is needed. The district and school are committed to ensuring

that all students have increased opportunities to practice and achieve mastery of standards as well as access to targeted interventions and enrichment programs. Beginning in the 2012–13 school year, all students will engage in an additional hour of dedicated instructional time each day, which will allow for an increase of 176 hours over the course of the school year. Given the aforementioned need to intensely focus on curriculum development and job-embedded professional development in Year 1, a lengthened instructional period allows for highly effective teaching strategies to be implemented and strengthened in Year 1 and then sustained in increasingly longer instructional periods throughout the lifetime of this grant as alternative block schedules are researched and implemented in Years 2 and 3. Both the school board and teacher's union have been a part of these discussions. Any additional contractual changes for Years 2 and 3 that are not included in the current MOU will be negotiated in Year 1.

Collaboration Time: Extended time allows for a minimum of 1 hour per week of structured time for teachers to collaborate by engaging in PLCs. An annual needs assessment for professional development will be created and administered to all teaching staff so that professional development is responsive to the needs of the teachers. As the lead partner, AIR will have primary responsibility for designing the collaborative learning objectives for the PLCs, which include formative assessment, data-driven instructional planning, developing deep content knowledge, and improving instructional practice.

Professional Development Time: The district recognizes the increased pressure on teachers and is committed to providing clear expectations and support for optimal results. The grant includes budgeted funds for teachers to participate in professional development activities. In Year 1, these activities will have a laserlike focus on improving curriculum and instruction. School needs go beyond instructional support. As such, this plan includes supports to address behavior and communications.

Behavior: The high school began a pilot of positive behavioral interventions and supports (PBIS) this school year. PBIS is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. The needs assessment process brought out a lack of fidelity in implementation of PBIS. To increase the fidelity of

implementation, a full-time PBIS coach will be dedicated to the high school. This program dovetails nicely into this school reform effort because it will create a system that supports the adoption and implementation of evidence-based practices and procedures. The PBIS coach will work collaboratively with teachers, instructional coaches, the SST, and the administration to collect and analyze data for problem solving, decision-making, and action planning. The coach will also coordinate efforts to integrate PBIS into other school improvement activities.

Communications: A communication plan will be developed to ensure both parents and the community are kept abreast of the high school transformation progress. The district plans to include multiple strategies and modes of communication and engagement to meet this goal:

- A new parent engagement coordinator will establish a family/community education program emphasizing the importance of high expectations for student academic success. A post-ready job description is attached in the Appendix 2.
- Re-establishing its partnership with Academic Development Institute funded by the district to provide a structured parent education program to empower parents.
- Newly designed SLT composed of school administrators, core department chairs, the lead counselor as well as the on-site coordinator will meet weekly to monitor the progress of the SIG and to ensure that all stakeholders are regularly informed.
- Regular meetings will also provide status updates on progress and strengthen collaboration (lead partner will report monthly to the superintendent and the executive cabinet; superintendent and the transformation director will present monthly to the Board of Education; quarterly meetings will be held with the teachers union).

Key communicators meetings held quarterly will provide the superintendent with an opportunity to update the community at large. The district is also adding a district-level position for public relations

and community engagement that will be tasked with providing multiple forums to communicate the progress of school improvement grant. The district will fund this position.

It is critical that members of the school board and teachers union are integral to designing these plans for time and support. Both the Board and the teachers union support these activities. This is evidenced by the Board's approval of the district positions as well as the teachers union's commitment to the MOU.

Governance

The district is in a unique position to successfully support the transformation of ESLSHS because of the intervention from the Illinois State Board of Education (ISBE). ESLSHS has been failing for 9 consecutive years, which contributed to ISBE's decision to become directly involved in the governance of the district. A new superintendent and three new executive cabinet members, all of whom have led successful reform efforts in schools and districts, have been hired to lead East St. Louis 189. The superintendent and the executive cabinet, tasked with addressing and problem-solving issues that impact student achievement, confer bimonthly with the state superintendent and members of his executive team to discuss progress and challenges in the district.

To sustain a strong governance system to support the implementation of these reform initiatives, the reporting structure for the district and the school levels have been clearly delineated and strengthened. To that end, roles and responsibilities, as well as reporting structures and lines of communication, have been established to ensure all district resources and support are leveraged to support the transformation of ESLSHS and that progress is fully monitored and communicated to all relevant stakeholders. The executive cabinet, including the deputy superintendent, the assistant superintendent for human resources, the executive director of secondary curriculum, the chief financial officer, and the internal auditor, meets weekly with the Superintendent. The district leadership team meets twice a month with the superintendent and is tasked with providing direct service to the schools and ensuring compliance in all departmental

areas, including, but not limited to, technology, special education, data, governmental programs, data management, and public relations.

The district is committed to instituting a transformation director tasked with supporting the principal and collaborating with the lead partner in overseeing the transformation efforts at ESLSHS. To that end, the transformation officer provides a consistent and continual monitoring of the school improvement grant, aligns district resources to better support the school reform efforts, and holds the school and the district accountable for short-term progress leading to long-term academic gains. In addition, the officer provides monthly Board reports to ensure that all relevant stakeholders are fully informed of the areas of progress and challenge in the transformation process.

The teachers union and the Board fully support this new developed governance structure. A post-ready job description for the transformation officer is attached in the Appendix 2.

Capacity

Financially, the East St. Louis School District requires the support of the SIG to implement and engage a lead partner to lead this transformation.

Working collaboratively with all stakeholders and allowing the lead partner to team with the district in forging the direction of change, the district is prepared to make the necessary adjustment to programs, policies, and structures to fulfill the terms of the grant. Although structures are in place to continue to improve and address the school culture and climate, the needs assessment discussion and other survey materials indicate a need to accelerate this process. The grant will give structure and support to hasten the pace of change and create a sense of urgency.

The implementation plan acknowledges that the largest challenge to dramatic success is generating true buy-in and urgency among the entire school community. For this reason, the district is investing heavily in reforms that engage teachers in the change process. Further, the plan invests heavily in positions related to parent and community outreach. Our intent is to set high expectations and show the

community, through disciplined implementation and quick wins, that success is possible. Once the belief is in place, the pace of reform will quicken.

The lead partner will work cooperatively with district and school stakeholders to develop teacher and leader effectiveness through the SLT. The lead partner provided strategic planning support to develop this grant. As described in Section II, “Time and Support,” the lead partner is significantly bolstering the districts capacity to lead this transformation. This support, along with the resources from the district described in earlier sections, will provide the school with the capacity needed to implement the work. The specific staffing details are summarized for review in Appendix C.

Student Achievement Goals

Academic Goals

1. The 2011 Prairie State Achievement Examination (PSAE) results show 15.5 percent of the district’s ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds category will increase to 93 percent on the 2015 PSAE.
 - a. 2013 – 60%
 - b. 2014 – 75%
 - c. 2015 – 93%
2. The 2010 PSAE results show 10.5 percent of the district’s ALL students in the Meets/Exceeds category in mathematics. The percentage of ALL students in the Meets/Exceeds category will increase to 93 percent on the 2015 PSAE.
 - a. 2013 – 60%
 - b. 2014 – 75%
 - c. 2015 – 93%
3. The percentage of students who are continuously enrolled in East St. Louis High School from Grades 9–12 and graduate on time with plans for postsecondary education will increase by at least 10 percent each year to 2015.

- a. 2013 – 75%
- b. 2014 – 83%
- c. 2015 – 93%

Using trend data at the district and school levels, the decision was made to set aggressive achievement targets to set high expectations for student learning. Also, the decision was based on establishing a “new normal” for the district and the high school. At this time, progress toward these goals seems attainable in light of the inconsistent but low results on the PSAE. It is hoped that this grant and its activities will avoid the “achievement dip” that occurs with new implementation. It is anticipated that these goals will be adjusted upward as the results of this year’s PSAE scores are released.

Monitoring progress toward the goals will be ongoing. A benchmarking system will be fully implemented at the high school for the first time. Although the district currently tracks many of the 18 metrics required of the SIG process and outlined in the needs assessment, there is not a structured, consistent process to track and review the data. AIR will assist the Office of Transformation and ESLSHS with using this data to indicate progress on the various initiatives. Also, an online Performance Management support tool will be used to implement, manage, and monitor this SIG initiative. This tool will provide timely and actionable information to teachers, administrators, and other school or district staff so that strategic decisions on the reform can be made related to time, effort, and resources. Short-term data indicators will be identified for each of the initiatives and linked to the 18 leading and lagging indicators of improvement. See Appendix 4 for district goals and objectives with outcomes measures and evidence.

Examples of goals and objectives include the following:

- Student attendance will improve 10 percent by the end of the first quarter.
- Full implementation of the early warning system will be in place by the end of the first semester.
- Teacher attendance will increase by 5 percent during the first quarter.

- Discipline infractions will decrease by 2 percent during the first quarter. This decrease is expected despite the fact that previous data collection is not reliable.

Section II: Proposed Activities

A. Description of Interventions

Identifying a Principal

Presently the district is in the process of recruiting personnel. It is working closely with the lead partner to define the qualifications needed and to match these with the applicant pool. See the attached job descriptions for the details of these roles specific to implementing the transformation process. Post-ready job descriptions can be found in Appendix 2.

The district has utilized an extensive recruitment process to identify a prospective principal who has been successful at dramatic school interventions with similar student populations. The position was posted at the local, state, and national levels, and referrals were sought from other successful turn-around leaders. To ensure that ESLSHS will be transformed into a culture of learning and will have high student success, the district identified specific leadership competencies, as outlined in *School Turnaround Leaders: Competencies for Success*, a Public Impact Report for The Chicago Public Education Fund (June 2008). These competencies are clustered into four major categories: Driving for Results, Influencing for Results, Problem Solving, and Showing Confidence to Lead.

A total of 38 applications were screened, per the previously stated criteria, by a team of administrators and teacher representatives. The top five candidates, four of whom have 5 to 11 years of experience improving student achievement in schools with similar demographics, were selected for interviews. Level I interviews are scheduled for May 3, 2012, and will be conducted by a team of district leaders, teacher representatives, and a lead partner representative. Level II interviews will be led by the superintendent, the executive cabinet, and a lead partner representative on May 14, 2012. It is the

LEA Proposed Activities

Capacity

- Identifying Principal
- Operational Flexibility
- Evaluation and Placement of Teachers
- Evaluation System
- Financial Incentives
- Extended Time
- Alignment of Standards
- Professional Development
- Governance
- Selecting Lead Partner
- Alignment of Other Resources

any indicator falls below the target, a Critical Action Plan will be put in place by the Lead Partner, working closely with the School Improvement Team, OSI will also conduct independent “deep dive” reviews of each school’s performance against identified school student performance targets during monthly Performance Management Meetings. In addition, OSI’s Subject Matter Experts will conduct quarterly **Site Visits** (i.e., the OSI Teaching & Learning Team on-site evaluating progress in teaching & learning against rubrics aligned to best practices) with this qualitative data also feeding into Performance Management Meetings. This data will be reviewed, and risks managed, through the governance structure of OSI with Lead Partners. This system of governance has been operating to effectively support schools under SIG for the past two years.

Section II: Proposed Activities

Section II / A.1 As outlined previously, the primary consideration in selecting schools for this SIG application was to identify schools that would have the best opportunity to make significant improvements in a short timeframe with intensive technical support and supplemental short-term resources. This included an in-depth review of the strength of the current building administrator to lead an intensive school reform effort.

As part of our overall strategic plan, CPS has been placing transformative leaders in our lowest performing schools over the past three years. A rigorous evaluation was conducted by district leadership and subject matter experts from the CPS Office of School Improvement to identify schools from among the list with true transformational leaders in place – individuals who previously demonstrated laying a foundation for school success and/or have produced results. This evaluation was mirrored against the same selection process utilized to select new Principals – in essence the sitting Principals had to successfully complete a selection process to be maintained in their position. The sitting Principals were evaluated against the following seven characteristics: 1) Driving for Results; 2) Influencing Others for Results; 3) Developing and Leading Teams; 4) Planning and Problem Solving; 5) Confidence to Lead; 6) Personal Effectiveness and 7) Ability to Align Community Resources for School Improvement.

Principals were involved in personnel interviews with Network Chief Officers (Area Superintendents) where they had to demonstrate their skills in each area, backed by documented evidence. Principals were also evaluated against their historical ability to produce positive changes in key indicators of school performance (KPI), including: 1) Staff Attendance; 2) Student Attendance; 3) Student Discipline Incidents/Infractions; 4) Student Graduation Rate; 5) Student Drop-out Rate; 6) Student, Parent & Staff Satisfaction (survey & focus groups); 7) PLAN / EXPLORE / ACT Progress (EPAS); 8) PSAE; and 9) Short Cycle Student Assessments. Our evaluation of the sitting principals revealed that five (5) had the characteristics to continue leading a significant reform effort, while three (3) would need to be replaced. Lead Partners then had an opportunity to conduct their own evaluation and make a recommendation for a Principal change. All Lead Partner recommendations aligned to the District evaluation.

School Name	Federal Reform Model	Principal Retained / Replaced	Notes
ACE Tech Charter	Transformation/ Restart	Retained	Principal was newly staffed for the 2012-13 academic year, and will be retained for one year prior to restart to ensure stability.
Al Raby	Transformation	Replaced	Principal was evaluated to not be transformation ready after a close evaluation by the method described, and will be replaced.
Bogan	Transformation	Replaced	Principal was evaluated to not be transformation ready after a close evaluation by the method described, and will be replaced.
Bowen	Transformation	Retained	Principal was placed at the school beginning in 2011-12 as part of a reform effort. Evaluation based on criteria warrants retention of the Principal.
Clemente	Transformation	Retained	Principal was placed at the school beginning in 2011-12 as part of a reform effort. Evaluation based on criteria warrants retention of the Principal.
CVCA	Turnaround	Retained	Principal was placed at the school beginning in 2011-12 as part of a reform effort. Principal was dismissed through reconstitution and after a national search was selected as the new turnaround Principal.
Senn	Transformation	Retained	Principal was placed at the school beginning in 2009-10 as part of a reform effort. Evaluation based on criteria warrants retention of the Principal.
Washington	Transformation	Replaced	Principal will be retiring at the conclusion of the 2012-13 academic year.

All schools supported by Lead Partners working under the Office of School Improvement (OSI) will participate in a robust Principal identification and selection process as openings occur. This will include a national search for highly qualified candidates. Succession planning is also a part of our strategy, however, so OSI supported schools utilize a full Principal selection process in the identification of APs holding those appointments to the same standards applied to Principals. *See Appendix II.A.1 Principal Identification and Selection Process*

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

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

supports student learning needs, as identified by the school’s staff, facilitated by their lead partner. This is a data-informed process requiring that all curriculum/instruction/assessment solutions align to the Common Core State Standards. Each school will have comprehensive support to implement a tiered student support structure.

- **School Budget** – The district will transfer complete control over school budgets to the school Principal, something unprecedented in the district. Schools will receive funding based on a per-pupil allocation so the Principal, in collaboration with the Lead Partner and School Improvement Team, can determine how best to allocate those resources. Additional budget allocations will be set per school based on school risk factors, such as increased funding for socioeconomic factors, on a per-pupil basis.
- **Governance and School Policies** - The schools as part of this application are removed from the traditional governance systems in the district, and through a distributive leadership model each school will have the flexibility to set policies and procedures aligned to best practices and statutory / regulatory requirements. Lead Partners are under the Office of School Improvement, which directly reports to the CPS Chief Education Officer. This structure will be detailed in Section II A / 10 of this application.

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

Section II / A.3 As outlined in Section I A-1 / II A-1, the district has selected schools under the Restart, Transformation & Turnaround models for this application based on the needs of individual schools. Part of the narrowing of the original list of eligible schools was based on the strength of the staff and their willing-ness to deeply engage in a reform model and accept support of a Lead Partner. In each of the applicant schools, a strong reform-minded leader is now in place or will be in place by the start of 2012-13.

The two schools identified for Restart and Turnaround we identified to not have the systems and collective staff characteristics to be successful under a transformation model. The Chicago Vocational Career Academy (CVCA) is in the process of being reconstituted, as the entire staff has been dismissed effective with the conclusion of the 2011-12 academic year. Our evaluation determined that ACE Technical Charter School needs a Restart, but Illinois Statute does not have a path to restart for 2012-13,

so a unique plan has been devised to support the students fully in 2012-13 through transformation with the school designated for restart in 2013-14. There is currently an aggressive human capital effort underway to ensure the turnaround (CVCA) is staffed with the highest quality educators – individuals with a track-record of improving student achievement and aptitude to support school reform – for the 2012-13 school year. This group will include a select number of individuals currently at the school who have been identified through a rigorous evaluation procedure.

In the remaining six (6) schools the Transformation Model is being utilized and only select staff will be replaced. Principals have identified staff lacking the necessary skills to be successful in a “reform minded” school culture and put development plans in place to assist the employee. Some have improved while others have been or are scheduled to be replaced. This process is ongoing, however it does not mean that every remaining staff member is equipped to be successful in what will be an even more progressive and intensive reform under a SIG award with Lead Partner support.

The Office of School Improvement, on behalf of the LEA, has been engaged with the applicant schools deeply reviewing building data and building comprehensive school improvement plans. Throughout this process was communication to staff members regarding the commitment and expectations that would come with a SIG award. This was very purposeful to ensure staff members fully understood the individual commitments necessary; as a result, a number of staff members have selected to move to other assignments outside of the school for 2012-13, recognizing a lack of professional fit. The overall commitment of staff has been remarkable across schools involved in this application as returning staff members have signed a commitment to undertake the additional time and effort required, including fully supporting the designed School Improvement Plan interventions.

There is a limited number of remaining staff members who are fully committed, but have been identified by building leadership as not capable of being successful in a reform setting and are accepting different assignments for 2012-13. As we enter the 2012-13 academic year we believe we will have a staff in place at each school that is ready and prepared for significant school reform.

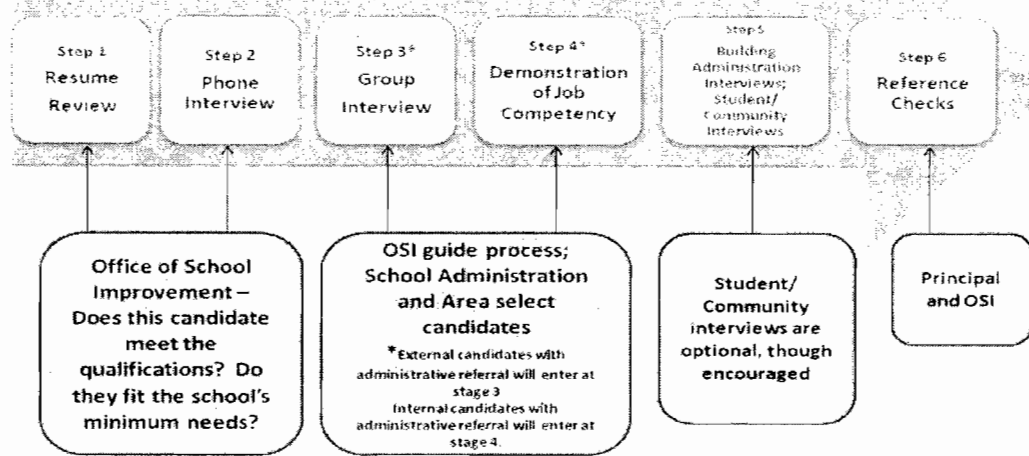
Once the individual school reform efforts begin in 2012-13, there will be individuals who will not demonstrate the skills to be successful. The current Collective Bargaining Agreement between the CPS Board of Education and Chicago Teacher's Union has clear guidelines for the removal of ineffective teachers/staff. Through observation of teachers by their Principal utilizing a new evaluation procedure for 2012-13, a staff member may be identified for a needed improvement plan. That plan will outline professional development and clearly detail objectives that must be met by the teacher. It is the intent to provide the teacher with every possible opportunity for success, but if they are not successful the teacher will be removed from their position following the provisions of the CBA.

The district has taken advanced steps to ensure the staff in each school will be fully prepared to undertake the significant collective challenge of transforming their school through a pre-planning engagement. As such, we are ensuring the school is not required to accept a staff member without the mutual consent of the staff member and Principal, with all potential hires having a full understanding of the requirements to be successful in a school undergoing an intensive reform (Restart / Transformation / Turnaround).

As mentioned previously, the Office of School Improvement's Human Capital division will act as "executive recruiters" for all Lead Partners using the turnaround or transformation models to source and staff all vacancies in schools. The OSI Human Capital group will extensively train a number of school constituent groups that will be involved in the hiring process, including building Principals and Lead Partners, to effectively identify individuals who possess "school reform" competencies. Turnaround and transformation schools will be the first in line to have their pick of applicants to the district.

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

OSI Human Capital Hiring Strategy



Section II / A.4 Discussions required between the Board and the Chicago Teacher’s Union to modify the **Teacher Evaluation System** have concluded, and a new evaluation procedure will be in place for the 2012-13 academic year for all CPS schools. CPS will measure student growth through a specific performance assignment as a central component of the evaluation of teachers starting next year, with the student performance portion of the teacher evaluation, which will rise to 40% of the total evaluation after a ramp-up period. The remainder of the teacher evaluations will be based on areas such as the quality of their lessons, instruction and management. At the high school level, students will have a voice in teacher evaluation through performance ratings (much like many college systems). The process of finalizing the teacher evaluation system has just completed.

In considering a system for evaluating teachers, the new evaluation process will be continuous and constructive, serving to improve teachers’ effectiveness and to foster better instruction. Evaluation will also help teachers reach their full potential as teachers and highlight areas for professional growth. Also, the new system is based upon clear criteria, and the cooperation of both teacher and principal.

This new system, based on the Charlotte Danielson Framework, replaces the checklist evaluation that has been employed by CPS for the past 30 years. CPS engaged in the research and design for over a year with the Chicago Teachers’ Union (CTU) on the new approach. The Danielson Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a

constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching.

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

Section II / A.5 The Office of School Improvement has developed and reinforced a purposeful strategy to develop and dramatically increase the capacity at each school through their human capital. Getting the

“right people on the bus in the correct seat” is foundational for our school reform models, regardless of Lead Partner. OSI aggressively recruits talent for all of our schools, regardless of Lead Partner, and puts systems in place to retain and promote talented staff, ensuring staff members are clearly incentivized to work in identified “improvement” schools.

Staff members in CPS are not generally compensated for mid-tier leadership positions, such as Academic Department Chairs or department heads. In OSI schools, promotions to these mid-tier positions are prioritized for staff members who demonstrate the most growth in student performance as the central factor. We are purposeful in paying a stipend for these critical mid-tier leadership positions, aligned to our increased expectations on student performance, and the performance of the employee in increasing student achievement. Having the right building leader is vital and Principals in OSI schools can earn annual **financial incentives** tied directly to growth on Key Performance Indicators (KPIs). In addition, Principals can be attracted through signing bonus and identified to stay through longevity bonuses (*see Appendix II.A.5 – CPS OSI Principal Incentive Plan*). The CPS Board of Education at the time of this application is working with the Chicago Teacher’s Union to renegotiate the current Collective Bargaining Agreement (CBA), which expires as the conclusion of the 2011-12 academic year. One of the provisions being negotiated is financial incentives for school staff, tied directly to student performance factors. Collaboration and time for staff to work beyond the traditional contractual day is a critical component of school improvement, and OSI is committed to providing compensation for staff identified to work in our network of schools beyond the general contracted hours. The financial incentive given to each staff is related directly to their job function, tied directly to increasing student achievement. The ability to increase compensation in exchange for the increased time commitment is being utilized effectively to recruit and retain staff in our other low performing schools, and has been reported by staff as a factor in decisions to remain in their positions through staff surveys. The leading influence reported by staff members who choose to work in our most challenging schools, but particularly in deciding to stay at the school, is the **highly collaborative environment** we create in OSI schools. All of our schools, regardless of Lead Partner, create a highly collaborative environment with a shared decision-making and

accountability structure. Lead Partners also sponsor **Staff Recognition Programs** that formalize the recognition of staff, based on their performance. These factors all act as incentives to recruit and retain staff, but it is the unique nature of our **Individual Career Path Plans** that existing staff report as the primary influence for maintaining their challenging school assignment. OSI works with its Lead Partners to ensure that the growth trajectory of its school staff is intentionally developed. Individual career paths outline the ultimate career aspiration of the individual, then map a clear plan to reach that career goal (i.e. a teacher who wants to ultimately become a master teacher, or a teacher wants to progress into an administrative position). As OSI brings on additional schools each year, they have been staffing key positions in new and existing schools with individuals developed and promoted from other OSI schools, creating clear advancement paths. The primary promotion factor is related directly to student performance produced by the employee, further reinforcing the fact that improving student performance is the principal focus in our schools. As individuals progress through their Career Path Plan, critically reviewing the achievement of their students is a recurrent reflective tool. Just under fifty percent (50%) of leadership positions in the thirteen (13) current OSI schools are individuals who were promoted from within the OSI portfolio.

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

Section II / A.6 Each constituent group, representing varying interests, recognizes the importance of extending the school day and year. In May of 2011 the Illinois Legislature passed a comprehensive education reform measure, which through negotiations involving the Chicago Teacher's Union (CTU)

and district has specific provisions for just the Chicago Public Schools that will **increase the school day by one hour** and **lengthen the school year by up to two weeks for all students**. CPS leadership, in collaboration with our local teacher's Union, has combined efforts to be involved in shaping this reform effort which will continue at the local level through aligning the CBA with this pending law in negotiations that are currently ongoing. The changes will take effect with the 2012-13 academic year for all CPS schools, giving us a 7 hour day for elementary and 7.5 hour day for high schools. This initiative, our key strategy to extend learning time, will add twenty percent (20%) additional instructional time to our schools. This will have a profound effect on student skill development, but each of our individual schools have determined this time alone will not be enough for our most at-risk students, and have positioned a number of solutions for 2012-13 *in addition* to the dramatic increase in the instructional day for all students being enacted for the next school year. The costs of these additional expansions are all accounted for through individual school SIG budgets.

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

Additional Instructional Time Beyond Proposed 60 Minute Expansion for All Students

	Freshman Connection	Freshman Academy	Sophomore Academy	On Track / Credit Recovery	Tutoring / Other
Al Raby	X			x	x
Bogan	X	x	x	x	
Bowen	X	x	x	x	
Clemente	X	x	x	x	x

CVCA	X			x	x
Senn	X			x	x
Washington	X	x		x	x

In addition to the increased core instructional minutes outlined above, a full range of fine arts, world language, physical education and select elective courses will be offered at each school. To accommodate student needs, flexibility is being built into scheduling to allow students to select desired and necessary courses during an **after school, Evening School** and/or **Saturday School** period. A comprehensive program of co-curricular and extra-curricular programming will also be offered at each school.

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

Section II / A.7 The Office of School Improvement (OSI) prides itself in having created a research-based model of improving underperforming schools that takes a systematic, multi-layered and multi-tiered approach to defining data informed instruction and skills acquisition aligned to common standards. What we have unquestionably identified through the current Needs Assessment process with each school is that their program of curriculum and instruction is not fully aligned from one grade level to the next or to common standards. At each applicant school there will be significant projects undertaken to align curriculum to the **Common Core State Standards**, facilitated by their Lead Partner. Aligning curriculum to the Common Core State Standards will be a requirement of all Lead Partners, and each of our selected partners utilizes the same curriculum design approach – Understanding by Design. Teachers create and modify curricula following the proven framework of **Understanding by Design (UbD)** founded by researchers Jay McTighe and Grant Wiggins (Wiggins & McTighe, 1998, *Understanding By Design*). This standards first approach to curriculum development is also known as **Backward Design**. The Backward Design framework is guided by research from cognitive psychology. A readable synthesis of these findings is compiled in the book *How People Learn: Brain, Mind, Experience, and School* (Bransford, Brown, & Cocking, 2002), a publication of the National Research Council that summarizes 30 years of research in learning and cognition. Douglas Reeves (2006) conducted research on school

improvement planning and discovered an *inverse relationship* between the complexity of the required format for the plan and student achievement. Reeves contended planning can be effective and necessary, but when the plan supplants the purpose, the entire enterprise is misguided. The Backward Design approach we advocate is meant to avoid these potential problems. An ambitious study measured how well twenty-four (24) restructured schools implemented curriculum and instructional strategies designed backward from standards (Newmann et al., 1996). The results were striking, as students with high levels of authentic pedagogy and performance were helped substantially whether they were high or low-achieving students. Another significant finding revealed that inequalities between high- and low-performing students were greatly decreased when normally low performing students used this approach. Others have supported these findings (H.W. Stevenson, 2001; G.H. Wood, 2010). Jeffery A. Lackney (2011) concluded, through a meta-analysis of twenty years of research on curriculum development, that schools using the Understanding by Design approach with high fidelity had significantly higher student achievement results than those using other approaches. This was particularly true in inner-city high poverty schools.

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

The Backward Design model is comprised of the following three stages:

- **Stage 1**—Identify desired results. What should students know, understand, and be able to do? What content is worthy of understanding? What “enduring” understandings are desired? In short, what does mission require us to accomplish in student learning? In Stage 1 we consider our transfer and other learning goals. We frame a few priorities in the form of “understandings sought” and “essential questions” that should become learner habits of mind. We frame the knowledge and skill goals mindful of our obligations and prerequisites for achieving transfer related to mission. This first stage in the design process calls for clarity about priorities, expressed as achievements.

- **Stage 2**—Determine acceptable evidence. How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and proficiency? Backward Design encourages planners to “think like an assessor” before designing specific lessons and activities. Thus we consider in advance the assessment evidence needed to document and validate that the desired learning (identified in Stage 1) has been achieved.
- **Stage 3**—Plan learning experiences and instruction. What enabling knowledge and skills will students need in order to perform effectively and achieve desired results? What activities, sequence, and resources are best suited to accomplishing our goals? With clearly identified results and appropriate evidence of understanding in mind, we now think through the most appropriate instructional activities. The goal is to make our teaching engaging and effective, while always keeping the end in mind.

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

Tier II/III instructional interventions are discussed, created, and/or decided upon by our School Improvement Teams, in close collaboration with their Lead Partner. Compliant to the restructuring of the Individuals with Disabilities Education Act (IDEA) of 2004, our Response to Intervention (RtI) programs are vehicles of both academic and social curricula. With leadership from our Lead Partners, schools have

been able to provide instructional programs that continue to remain vertically aligned and rigorous at every grade level. This will consummate at the highest level in our current applicant schools should a SIG award be made.

Section II / A.8 The Chicago Public Schools recognize the importance of a successful freshman year to the long-term success of our students with regard to graduation and college/career success. The *Consortium on Chicago Public School Research* has independently been studying the Chicago Public Schools for nearly thirty years, and entailed in their studies is a review of factors leading to successful graduation. The most compelling data reveal that a successful freshman year is critical, including: more than 95 percent of students with a B average or better in their freshman year graduate; freshmen who earn a B average or better have an eighty-percent (80%) chance of finishing high school with at least a 3.0 GPA; freshmen with less than a C average are more likely to drop out than graduate; nearly ninety-percent (90%) of freshmen who miss less than a week of school per semester graduate, regardless of their 8th grade test scores; and on average, freshmen who miss more than two weeks of school flunked at least two classes—no matter whether they arrive at high school with top test scores or below-average scores. These statistics have led the district to a number of policy and programmatic changes. OSI supported schools, through SIG, will design and fund **summer bridge programs** designed to ensure a successful freshmen year:

- **Summer Bridge Programs**: OSI Schools through SIG are establishing Freshmen Jump Start, a Freshmen Bridge summer programs to facilitate academic and enrichment opportunities for incoming 9th grade students. This four-week summer program will prepare students for the expectations of high school. Funding for this program will be provided by SIG and Lead Partners will be working with the school to design and manage this program along with bringing a high level of rigor and focus. The program will be designed to accelerate student learning, connect with school personnel, and to ease their transition to the high school environment. Groups of 80 students will be placed with interdisciplinary teams of teachers that will work with freshmen to develop common solutions to attendance, student management, and a primary emphasis on learning. Teachers and counselors will meet on a weekly basis to discuss students, strategize about interventions and refer students to the necessary supports students will enter at the start of the academic year.
- **Extended Day & In-School Freshmen Academies**: OSI schools will have a variety of in-school support structures to support a successful freshmen year, among those will be intensive Extended School Freshmen Academies. Freshmen Academies will serve as an additional transition and support program for incoming 9th graders during the school year. Schools participating in this grant application had the requirement from OSI to put in place a support program based on their needs, and several schools designed programs with their Lead Partner ranging from Saturday Freshmen

Academies to Extended School Day Freshmen Success Academies. OSI schools are also organizing a Freshman Academy Model for the school day where student cohorts are placed with common teacher teams, allowing collaboration and planning around the needs of student groups during their freshman year. All schools will have intensive in-school Tier II/III academic support structures for freshmen.

- **Early Warning Systems:** All schools under OSI, regardless of Lead Partner, will have in place a defined Early Warning System including a student support structure to route students to Tier II/III support structures at the first sign issues arise placing the student at-risk of academic failure. Before the school year begins, schools identify incoming freshmen as high-risk for failure, based on several critical factors (attendance, grades, ISAT, behavior and detailed observations during the Summer Bridge Program). Those students are placed on a Close Watch List or immediately in Tier II/III interventions to start the academic year. During the year, Freshmen on Track (FOT) systems are put in place at all OSI schools to identify, track, and assist freshmen in danger of falling behind. During the academic year teams of administrators, teachers, and other key stakeholders participate in weekly reviews of individual student data, leading to a quick transitions of students to a range of Tier II/III supports designed to ensure academic success. We do not wait for a student to fail, but develop individualized Student Success Plans for students who show signs of potential failure. Those supports include direct academic and/or social/emotional supports necessary to meet individual student needs.
- **Tier II and Tier III Support Systems:** The Office of School Improvement and each of our Lead Partners have developed a portfolio of Tier II and Tier III supports for students identified through the Early Warning Systems. The median average reading level of incoming freshmen is the fifth (5th) grade, so students in OSI schools are placed in mandatory Tier II or Tier III Reading Intervention Programs designed for each school by their Lead Partner designed specifically to dramatically raise the literacy skills of freshmen. All core classes for 9th graders are focused on reading strategies, organization skills, and writing skills. We will be following a curriculum mastery approach in OSI schools, and students who demonstrate a lack of mastery over curriculum materials may be placed in a variety of Tier II Academic Success Program opportunities for remediation through in-school and extended school programs. Students will receive credit for all “second chance” assignments that show curriculum mastery. Our programs are all designed to ensure student success, but despite all of our programs designed to eliminate course failure there will be students who do fail courses. The OSI portfolio or Credit Recovery programming is designed to ensure those students are placed in a mandatory Before/After School, Saturday School, or Evening School option to make-up any necessary missed credits immediately. This highly interactive differentiated learning environment accommodates individual student needs with a low student-to-teacher ratio and technology supports, also offering credit recovery courses during the regular day. Each school also will have additional remediation programming, such as academic mentoring and before/after school tutoring. Tier II/III academic supports are not the answer to every freshman need, so social and emotional supports are also in place at each school. Most of our students’ personal situations are influenced by a challenging community environment due to socioeconomic conditions. Social/Emotional Supports range from intensive supports from group counseling to individual social work services.
- **Co-Curricular & Extra-Curricular Programming:** We believe that students engaged in co-curricular and extra-curricular activities are more likely to develop strong, positive connections. All OSI schools have designed well rounded before and after school programming specifically for freshman and will encourage active participation as a Tier II strategy for at-risk students.

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

An essential component of this process is an intense concentration on **building capacity through professional development**. Each Lead Partner is designed to support this by leveraging their internal capacity and a number of external professional development providers to manage a streamlined professional capacity-building plan with the final outcome focused on improving student achievement. OSI strongly believes in and only supports Lead Partners with a philosophy of job-embedded professional development designed to improve student learning firmly grounded in day-to-day practice. This is an on-going process of developing a **Professional Learning Community** that makes a clear and direct connection to daily practice, requiring active staff involvement in a cooperative environment. The Office of School Improvement, through our Lead Partners, is fully supporting the flexibility necessary to build this type of environment. School staff primarily draws from the professional knowledge among their colleagues, which will be greatly enhanced through on-site **Professional Development & Coaching** provided by our Lead Partner and their supporting providers. Structures utilized will include in-classroom guidance by coaches and school peers; lesson studies; action research; peer observation/feedback; model lessons; and virtual coaching. This last strategy consists of teachers using a “virtual bug-in-ear” technology to receive live feedback from a highly qualified coach or peer during real-time instruction. Small groups of teachers will also observe several peer classrooms looking for objective data related to a targeted problem of practice, then debrief as a whole group. Coaches and Academic Department Chairs (ADCs) will work individually with school staff weekly. To support this, school-level staff will have a number of formal professional development opportunities and collaboration time (see below -- *School Level Staff Professional Development & Collaboration Meetings*). School schedules are being built at OSI schools to maximize collaboration among department and grade level teams. The district is supporting flexibility by adding a weekly ninety (90) minute staff development and collaboration period into the contractual day.

School Level Staff Professional Development & Collaboration Meetings

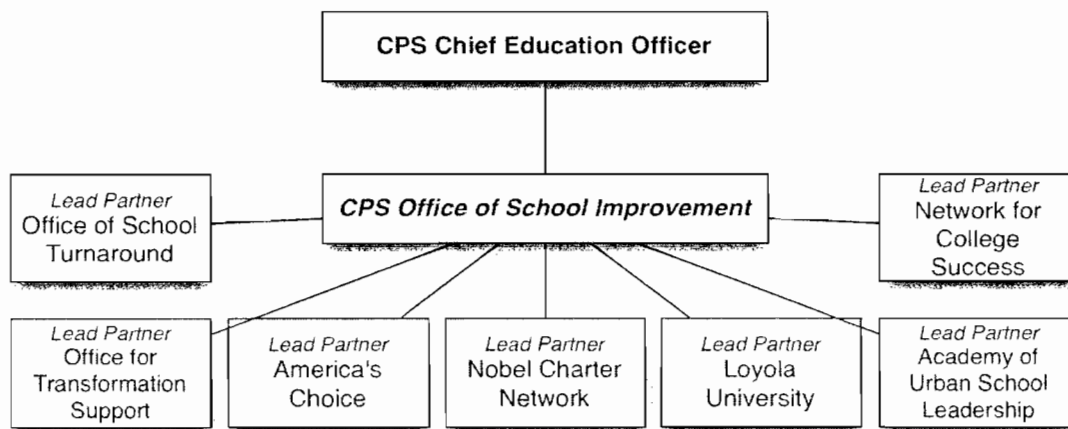
Event	Frequency	Participants	Summary Description
Teacher Institute Days	Minimum 5 Days / Year	All staff / Grouped by	Full-day Institutes will be offered at each school, based on individual school needs, at the start of the academic year.

		Job Function	
OSI Leadership Development Program	Weekly to Monthly, based on Group	Senior and Mid-Tier Leaders / Lead Partners	School Leadership Teams from across all OSI schools will meet quarterly for collaboration and knowledge sharing. Mid-tier leaders from across OSI schools, based on job function, will meet monthly for the same purpose. Meetings will use video conference technology to link schools. Monthly Professional Development from national and regional recognized thought leaders will also be provided.
Extended School Day / Calendar PD / Collaboration	Weekly (When there is a 5 day week)	All staff / Grouped by Job Function	Each school will have a weekly 90 minute collaboration and professional development period. In addition, 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 Team Meetings	Weekly	Department Leads & Department Staff	Each department team will meet as a group to discuss SD&I issues; monitor individual student progress; review individual student intervention & support plans; review fidelity of implementation; review peer observation/ feedback; review best practices; and, analyze student data.
Grade Level POD OR Small Learning Community Cross-Discipline Team Meetings	Weekly	Group Leads & Cross-Curricular Staff	These teams have across-curricular emphasis and focus on individual students. Groups take a close look at the performance of a smaller group of students in different academic contexts including the relationship between social-emotional issues and academic performance. The team members, who meet weekly, then share effective strategies with one another to modify instruction based on individual student needs including referring students to Tier II/III Interventions.
New Teacher Induction Program	Monthly group meetings and weekly sessions with mentors	First and second year teachers	First and second year teachers meet with an experienced teacher mentor weekly and attend monthly group PD sessions regarding culturally responsive teaching, integrating technology in the classroom, classroom management, using data to inform instruction, and subject area/content specific competencies.
Academic Department Team Meetings	Weekly	Academic Department Chair & Department Teachers	Each department team meets as a group to discuss instructional practices; share student work; monitor student progress; read/discuss professional materials; share best practices; plan units and lessons; create formative and summative assessments; brainstorm ways to differentiate instruction; analyze course level data; and, make necessary modifications to curricula.

Additionally, the Office of School Improvement will facilitate structured time for staff in similar positions across all Transformation and Turnaround schools, regardless of the Lead Partner, to regularly come together and discuss issues of teaching practice and student learning through our **Leadership Development Program**. These meetings will take place in a “virtual environment” through videoconference technology in each school and will allow for a dramatic expansion of our overall professional development community. All professional development programming is aligned to the

individual School Improvement Plan for each campus, which was developed in collaboration between the Lead Partner and School Improvement Teams to meet the unique needs of each school. All of our professional development, by definition, is directly linked to the day-to-day work of the employee.

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

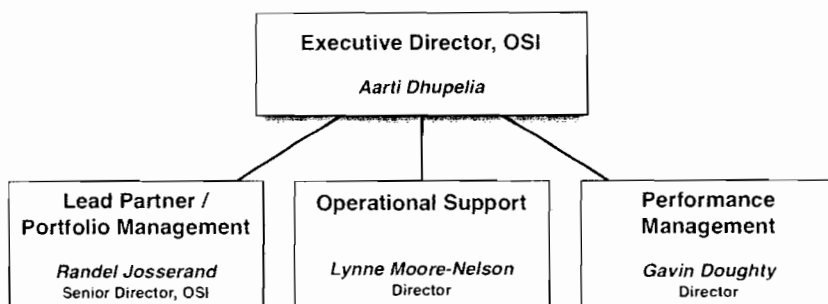


The structures of support developed in CPS, through the Office of School Improvement, have been recognized as a national model by the U.S. Department of Education and *Mass Insight Education*, a

nationally recognized thought leader in the field. The Executive Director, Ms. Aarti Dhupelia, holds the ultimate accountability for successful individual school reform interventions at the district level, and shares that accountability for individual schools with the head of each Lead Partner, Network Chief, and ultimately each school Principal. Each Lead Partner must have an identified organizational lead that is held fully accountable for school results as outlined in a full Memorandum of Understanding (MOU): Doris McEwen, *America's Choice*; Randel Josserand, Senior Director *Office of School Turnaround* (CPS); Randel Josserand, Senior Director, *Office of Transformation Support* (CPS); Mary Anne Pitcher / Sarah Duncan, Co-Directors, *The Network for College Success*; Michael Milke, *Noble Charter School Network* (Lead Partner application pending); and, Dr. David Prasse, *Loyola University College of Education* (Lead Partner application pending).

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

See Appendix II.A.10 for an organization chart and complete Job Descriptions for OSI Personnel



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

identified student performance targets. Those meetings involve the Lead Partner and School Improvement Team meeting in a three (3) hour session. The team will work with all Lead Partners and SITs to manage project risks and eliminates barriers to improvement.

Operational Support: The operational support provided by the Office of School Improvement includes financial/budgeting and human capital. OSI has district financial oversight responsibilities, working closely with the CPS Office of Management and Budget, for all schools in improvement working with a lead partner. The office provides a streamlined process to support schools through all school operations, but decisions reside at the school level. The OSI Human Capital Team, acting much as an executive recruiter, supports the recruiting, identification and hiring of all personnel required for schools, regardless of the lead partner.

Performance Management: The performance management team supports performance management for OSI. The team, housing OSI's data analysis team, will conduct independent "deep dive" reviews of each school's performance against identified school student performance targets during monthly Performance Management Meetings. The team, that also has subject matter experts, will conduct quarterly Site Visits (e.g., the OSI Teaching & Learning Manager on-site evaluating progress in teaching & learning against a rubric agreed to with the Lead Partner) with the data feeding into Performance Management Meetings. Each Lead Partner will sign a Three-Year Agreement / Memorandum of Understanding with the district that holds them accountable for the results of schools they are working with. The Lead Partner may contract with other approved supporting partners but all organizations working with the school must work through the lead partner, who, with the building Principal, holds ultimate accountability at the school level for reaching aggressive student performance targets. Additionally, the following *key responsibilities* will be the basis of MOUs with all Lead Partners.

Lead Partner Responsibilities:

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

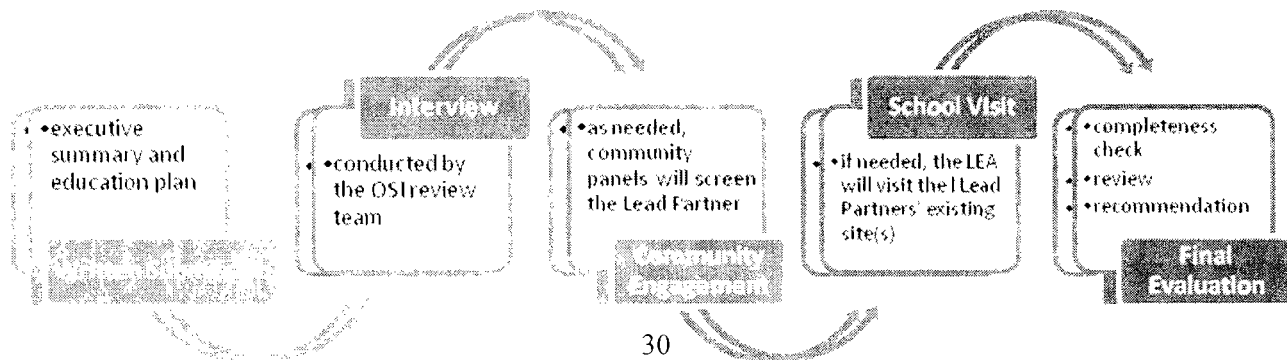
extracurricular programs and to create its own with the approval of the Office of School Improvement.

- Participation in all Office of School Improvement Strategic Management, Performance Management, and Project Management processes.

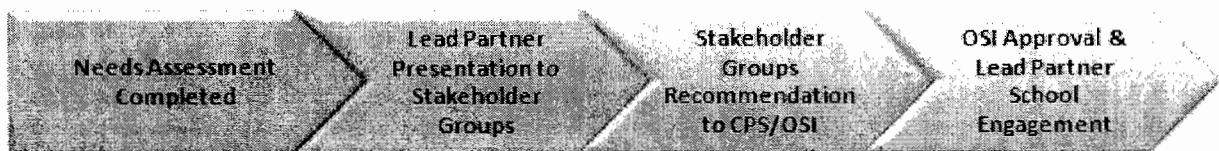
District Responsibilities:

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

Section II / A.11 The Office of School Improvement (OSI) has a highly defined process to approve a Lead Partner for work in a CPS school; based from a list of Lead Partners approved by ISBE. In addition, OSI is constantly working to identify new lead partners for ISBE approval who have a documented history of improving student achievement. Two new potential Lead Partners, Loyola University College of Education and Noble Street Charter School Network, are identified to work with schools that are a part of this application. Potential Lead Partners must prove that they can focus an integration of short-term resources in a highly aligned and coherent continuous improvement model designed to build capacity at the school level. To ensure these objectives are met, the Office of School Improvement’s (OSI) Portfolio Team formally approves Lead Partners for work in CPS schools. Potential Lead Partners participate in a multi-step process that includes a written submission, comprehensive panel interview and community outreach and engagement activities (as appropriate). As part of the review process, OSI also reserves the right to conduct a school visit to any schools in which the potential Lead Partner currently operates. See *Appendix II.A11* for a description of each step in the process.



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



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

*See Appendix II.A.11 – Draft Memorandum of Understanding.
Refer to School Attachment 8 – Measurable Student Outcome Targets
Refer to School Appendix III.B – Implementation Timeline*

Section II / A.12 As reinforced throughout this application, CPS has positioned unprecedented support for our lowest performing schools. Since 2008, the district has diverted over \$40,000,000.00 in support

of implementing the federal reform models in schools. CPS has established and funds the Office of School Improvement, providing direct services to and oversight for all Lead Partners.

The district is diverting additional district resources to applicant schools. As previously noted, each school will gain direct control over their per-pupil funding allocation from the district allowing the school to fully maximize all available funding. The district is committed to supporting a Curriculum Mapping Project at each school, and will divert funding to support new curriculum material purchases and supports beyond the general high school for: Safe Passage; Career and Technical Education Programs; curriculum development aligned to Common Core State Standards; Board-funded Summer School and Evening School; and Post Secondary Coaches. The Office of School Improvement will aggressively pursue additional financial supports for applicant schools beyond district funding. For example, in collaboration with the CPS Department of Pathways to College and Career, OSI received a \$15,000,000.00 Graduation Pathway grant from the U.S. Department of Ed that provides additional services to schools previously receiving a SIG award by providing alternative learning environments for students who need non-traditional pathways to graduation. These supports are considerable, and in addition to the benefit of controlling all local school funds, each school will gain a financial advantage between \$400,000.00 and \$1,800,000.00 per school.

Section II / B OSI will monitor each school, with regard to progress in meeting these aggressive goals, through a comprehensive Performance Management process. During weekly progress monitoring meetings, OSI personnel will meet with a standing group (Lead Partner & School Leadership Team) along with individual school staff. During these meetings individual student performance metrics will be reviewed. Leading indicators will be attached to each of the annual student outcomes and tracked during these weekly meetings. To ensure that metric goals get back on track when any indicator falls below the target, a Critical Action Plan will be put in place by the Lead Partner, working closely with the School Improvement Team. OSI will also conduct independent “deep dive” reviews of each school’s performance against identified school student performance targets during monthly Performance Management meetings. In addition, OSI’s Subject Matter Experts will conduct quarterly **Site Visits** (e.g.,

LEA Level of Commitment

Capacity

- Level of Commitment

The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor.
- Vince Lombardi

Section III: Level of Commitment

A. Stakeholder Consultation

The District has been aggressive in communicating to stakeholders the need for the SIG funds to support the transformation of ESLSHS. In a short time frame, the new district administration began to meet with a community leaders group held by ADI to present the district's plan and need to transform the high school through the SIG application. This meeting was followed by meetings with the districtwide Lead Parent Organization, the high school PTSA (which included parents and students), the high school staff, and an impromptu interview on Channel 5. The district also released a press release stating the district's intent to apply for this grant.

A team of 44 members of the different stakeholder groups, including the Board, the teachers union, administration, staff, community, and ROE representatives, met to conduct a comprehensive needs assessment and deep review of data during the SIG team meetings. There were multiple opportunities for all stakeholders to participate in the needs assessment and strategy planning. The Stakeholder Consultation Signature Forms are included in the needs assessment.

B. Level of Commitment

Letters of support for the SIG application are contained in Appendix 12 of this application. The letters of support address the five most dramatic changes, including the hiring of a principal with the capacity to transform a school; increased instructional time; targeted and sustained professional development for teachers; a rigorous evaluation system for teachers, including a student growth component; and systemic change to include community engagement at a high level. Representatives of each constituent group are included.

C. Community Engagement

BRENDAN F. KELLY

#10 PUBLIC SQUARE, 21st FLOOR
BELLEVILLE, ILLINOIS 62220-1623JAMES G. PIPER, JR.
FIRST ASSISTANT(618) 277-3892
FAX (618) 277-6748

May 7, 2012

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

Dear Superintendent Koch:

I am writing to express my strong support of the School Improvement Grant (SIG) submitted by East St. Louis School District 189 to transform East St. Louis Senior High School. As State's Attorney for St. Clair County, I deal with the negative impact of lack of education and poverty in the East St. Louis area. A sixty-nine percent (69%) graduation rate indicates that a number of youth who should be considering bright futures in college or careers are instead not prepared for success in either of these areas. The most recent statistics from East St. Louis School District 189 indicate that one hundred percent (100%) of the student population qualifies for free and reduced lunch. This dire statistic is accompanied by district property values that are among the lowest in the state. We have a community of children with high needs and no local means of obtaining the resources necessary to support them.

The staffing, professional development, and family engagement opportunities in the SIG will allow the school to make the systemic changes necessary for success. These opportunities will not be available without this funding source. I have great confidence that East St. Louis School District 189 can implement the SIG effort with fidelity under the leadership of Superintendent Arthur Culver. He has already recruited a high quality administrative team and will recruit and hire an outstanding principal for East St. Louis Senior High School.

I will continue to work with the district, and in particular East St. Louis High School, to decrease the truancy rate and support high school graduation. I consider the education of our children to be a much better investment than the incarceration. The SIG will help to increase the former and decrease the latter in East St. Louis. Please give your careful consideration to awarding the SIG to East St. Louis School District 189.

Sincerely,

Brendan F. Kelly
State's Attorney
St. Clair County

JERRY F. COSTELLO
12TH DISTRICT, ILLINOIS
costello.house.gov

PLEASE RESPOND TO THE
OFFICE CHECKED BELOW:

Congress of the United States
House of Representatives
Washington, DC 20515-1312

COMMITTEES & SUBCOMMITTEES:
TRANSPORTATION & INFRASTRUCTURE
AVIATION (Ranking Member)
RAILROADS, PIPELINES, AND HAZARDOUS MATERIALS
WATER RESOURCES AND ENVIRONMENT
SCIENCE, SPACE, AND TECHNOLOGY
ENERGY AND ENVIRONMENT
SPACE AND AERONAUTICS

May 8, 2012

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

Dear *Dr. Koch* Koch:

I am writing in support of East St. Louis School District 189's grant application for the U.S. Department of Education's School Improvement Grant (SIG).

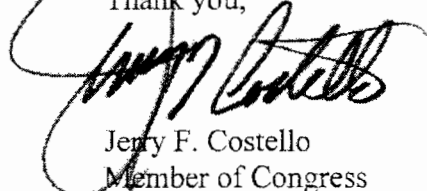
If funded, this grant will support East St. Louis High School, one of the lowest performing schools in Illinois, by improving professional development for staff, developing additional instructional time for students, and implementing a more rigorous teacher evaluation system. Combined, these improvements will better student outcomes.

This funding will greatly enhance the school's ability to implement robust and comprehensive reforms, assisting East St. Louis in its goal of ensuring every student is challenged and able to reach their full academic potential.

As a nation, one of our most fundamental priorities should be ensuring all students have access to a quality education. A well-rounded education sets an individual on a path to success and drives our nation's competitive edge in the global economy. As we continue this effort, it is critical we focus on those schools most in need of improvement.

I appreciate your careful consideration of this application, and I look forward to seeing students benefit from the reforms this grant will make possible.

Thank you,



Jerry F. Costello
Member of Congress

JFC/ks

ILLINOIS STATE SENATE

CAPITOL OFFICE:
329 STATE CAPITOL
SPRINGFIELD, ILLINOIS 62706
(217) 782-5399

DISTRICT OFFICES:
KENNETH HALL REGIONAL OFFICE BLDG.
10 COLLINSVILLE AVE., SUITE 201-A
EAST ST. LOUIS, ILLINOIS 62201
(618) 875-1212

9200 W. MAIN STREET, SUITE 2
BELLEVILLE, ILLINOIS 62223
(618) 397-2714



JAMES F. CLAYBORNE, JR.
MAJORITY LEADER
STATE SENATOR - 57TH DISTRICT

COMMITTEES:
ASSIGNMENTS
CHAIRPERSON
ENERGY
EXECUTIVE
GENERAL ASSEMBLY
RETIREMENT BOARD
CHAIRPERSON
ISBI
PENSIONS
& INVESTMENTS
TELECOMMUNICATIONS
& INFORMATION
TECHNOLOGY

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

Dear Superintendent Koch:

I am pleased to endorse the East St. Louis School District 189 as a recipient of the School Improvement Grant (SIG). This funding opportunity targets students at East St. Louis Senior High School who have been without the resources for academic success for several years. The students, the families, and the staff at the school are eager for reform and will embrace systemic change.

The administrative capacity at the District level has increased significantly with the recent hiring of a veteran superintendent and an executive team with experience in transforming schools. The support that they will provide enhances the high school's ability to make significant reforms. The change process will be led by a new principal, who is being hired based on the competencies to change student outcomes.

Superintendent Arthur Culver has assured me, and I agree that East St. Louis High School students can meet the same high standards as their peers in more affluent areas. The SIG will provide the opportunity to change a pattern of failure that has prevented many able students from being college and career ready.

The addition of instructional time for students, sustained professional development for staff, and a rigorous teacher evaluation system are some of the changes that will help to transform East St. Louis High School. I appreciate your careful consideration of the East St. Louis High School application, and I look forward to seeing students benefit from the reforms available through the SIG.

Sincerely,

Senator James Clayborne



AMERICAN INSTITUTES FOR RESEARCH®

May 8, 2012

Superintendent Arthur Culver
East St. Louis School District 189
1005 State St.
East St. Louis, IL 62201

Re: East St. Louis District 189 School Improvement Grant

Dear Superintendent Culver:

On behalf of American Institutes for Research, I am pleased to confirm our intent to support the work of East St. Louis School District 189 as the lead partner for the transformation of East St. Louis High School. This letter confirms our commitment to this effort.

We have been impressed with the level of commitment that the district and teachers have put forth in the preparation of this grant application. The district has demonstrated a willingness to commit internal resources and make difficult choices in order to implement a transformation that will improve the lives of the children of East St. Louis. We already have built a strong, trusting relationship with the district team and are excited about the opportunities that the School Improvement Grant will provide.

The time is right for this district, and we are fully committed to being a part of the transformation. Our work can commence upon award notification from the state.

I look forward to the work and the outcome of your efforts.

Sincerely,

Gina Burkhardt
Executive Vice President

May 7, 2012

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

Dear Superintendent Koch:

Please accept my unqualified support for the School Improvement Grant (SIG) submitted by East St. Louis School District 189 on behalf of East St. Louis Senior High School. I had the privilege of serving as Interim Superintendent of East St. Louis School District last year when the district entered into an Intergovernmental Agreement with ISBE in order to improve student outcomes and provide financial stability. I met many dedicated and talented individuals, but I encountered a system that was systemically broken. There was much work to be done, and as an interim superintendent, I could only begin the change process.

Fortunately, ISBE supported me by sending Arthur Culver, who hit the ground running and immediately began making suggestions that enabled me to make twice as much progress in a short period of time. Wisely, the Board of Education and ISBE appointed Arthur as permanent superintendent. I have watched with great pride as Superintendent Culver has continued the work that I started and has made real systemic change very quickly. Employees are now hired by an objective application and interview process, finances are carefully scrutinized for their impact on student achievement, and all resources are focused on children.

The timing is optimal to fund a SIG for East St. Louis Senior High School. There has been a culture shift to making decisions for children instead of adults. I have great confidence that the awarding of the SIG for ESL Senior High School will continue this process and provide a catalyst to change student outcomes. At this time, East St. Louis School District 189 has the right leader, the commitment, and the talent to implement the SIG in a manner that will bring credit to the District, improvements sought by ISBE, and most importantly, increased achievement for students. Please strongly consider funding the SIG for East St. Louis School District 189.

Sincerely,



Jed Deets

Former Interim Superintendent for East St. Louis School District 189

DORLAND A. NORRIS
Deputy Superintendent

ADIL KHAN
Chief Financial Officer

ELIZABETH SHEPPERD
Assistant Superintendent

SUE MCGOWN
Executive Director

BOARD OF EDUCATION

School District 189
1005 State Street ~ East St. Louis, Illinois 62201
(618) 646-3000 Fax: (618) 583-8295
Superintendent's Fax: (618) 583-7186
www.est189.com

Arthur R. Culver
Superintendent of Schools

LONZO GREENWOOD
President

LaVONDIA NEELY
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VICTORIA CLAY
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KINNIS WILLIAMS, SR.

May 7, 2012

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

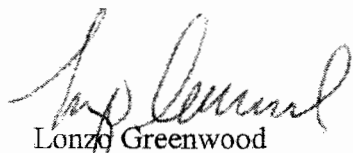
Dear Superintendent Koch:

As President of the Board of Education of the East St. Louis School District 189, I urge you to fund the School Improvement Grant (SIG) application submitted by the District on behalf of East St. Louis Senior High School. The outcomes of our students do not currently reflect our expectations for their success. Changes need to be made in the culture of the school and in the policies and practices that guide the instruction.

The SIG not only offers financial resources, it offers a catalyst to make systemic change. In addition to the SIG, we are beginning negotiation of a new teacher contract that will align teacher evaluation and hiring with the new requirements of SB 7. This opportunity is perfectly timed to compliment the SIG implementation.

We are currently hiring a new high school principal, and I have confidence that Superintendent Arthur Culver will recommend a candidate with the ability to transform East St. Louis Senior High School. The need is great, the timing is perfect, and the Board is willing to assist the Superintendent in making changes to improve student outcomes. Please give careful consideration to our SIG application, which will make a positive impact on the lives of thousands of our state's most deserving students.

Sincerely,



Lonzo Greenwood
President of the Board of Education



Office of the Mayor

301 River Park Drive * East St. Louis, Illinois 62201

Office: 618-482-6601

Fax: 618-482-6629

May 8, 2012

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

Dear Superintendent Koch:

I am writing to express my strong support of the School Improvement Grant (SIG) submitted by East St. Louis School District 189 to upgrade significantly East St. Louis Senior High School. As Mayor of the City of East St. Louis, I am a daily witness to the social ills caused by lack of education and poverty. Our community is working hard to rebound from decades of economic depression, and our children must have strong academic skills to succeed in college or in a career. The graduation rate of 69.6 percent indicates that we are losing many of our young people and the potential that they have to succeed and to improve their community.

The SIG will allow East St. Louis Senior High School to experience many of the resources found in more affluent communities. The staffing, professional development, and family engagement opportunities in the SIG will allow the school to make the systemic changes necessary for success.

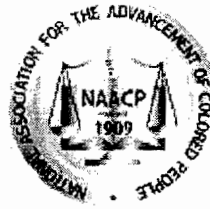
Superintendent Arthur Culver and his staff will do a very creditable job in implementing the SIG effort, and deserve the opportunity to execute.

The City and the School District already have a working partnership for Resource Officers, and we will continue to work together for the children of our community and to ensure the successful implementation of the SIG. Please give your careful consideration to awarding the SIG to East St. Louis School District 189.

Sincerely,

Alvin Parks
Mayor
City of East St. Louis

National Association For The Advancement of Colored People



East St. Louis Branch

2149 Missouri Avenue
East St. Louis, IL 62205
Ph (618) 271-4698 Fax (618) 271-9017

May 5, 2012

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

Dear Superintendent Koch:

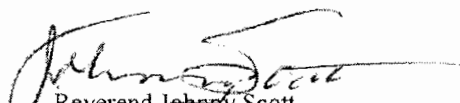
The East St. Louis NAACP is pleased to provide support of the School Improvement Grant (SIG) proposal to transform East St. Louis Senior High School. The academic achievement, graduation, and college acceptance rate of our students is unacceptably low and does not reflect the talent and abilities of our children.

Lack of resources is a major reason for our children's lack of success, but other reasons include the need for change in the way that they are educated. Our students need more time for instruction, teachers who are trained in differentiated instruction, and a culture that does not accept academic failure. The SIG provides the opportunity to make these systemic changes. The \$6,000,000 funding over three years is not just an enhancement for East St. Louis Senior High School, it is a lifeline.

The NAACP currently partners with the School District to provide enrichment opportunities for students such as essay and talent contest and scholarships. We are willing to work with the district and make sure that our resources align with the goals of the SIG.

The East St. Louis School District has new leadership this year, and I have great confidence in Superintendent Arthur Culver to make decisions that are in the best interests of our students and will improve their educational outcomes. Superintendent Culver will ensure that the SIG is appropriately implemented and that all are held accountable for student achievement. I urge you to award the SIG to the East St. Louis School District 189 in order to transform East St. Louis Senior High School into a culture that only accepts success.

Sincerely,


Reverend Johnny Scott
President, ESL NAACP

Susan Sarfaty
Regional Superintendent



Regional Office of Education
St. Clair County

May 7, 2012

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

Dear Superintendent Koch:

Please accept my whole-hearted support for the School Improvement Grant (SIG) submitted by East St. Louis School District 189 on behalf of East St. Louis Senior High School. I work with the East St. Louis School District administration on a regular basis, and I can attest to the capacity of Superintendent Arthur Culver and his team to provide the leadership to ensure successful implementation of the SIG grant. Administrators have already begun training on the Charlotte Danielson Framework for evaluating teachers, and they have begun work on creating Professional Learning Communities (PLC). Both of these initiatives strongly support the Transformation process.

East St. Louis 189 is a district that desperately needs financial resources due to severely depressed property values. The resources that the SIG will provide will ensure that the students at East St. Louis High School have the opportunity to be college and career ready just as their peers in more affluent areas.

I strongly support the changes to be implemented through the SIG process including extended instructional time, sustained professional development for teachers, and rigorous teacher evaluations. Please give thoughtful consideration to the East St. Louis School District 189 SIG application and accept my endorsement for awarding them the grant.

Sincerely,

Susan Sarfaty
Regional Superintendent of Schools
St. Clair County

CHAIRMAN:

ARMED FORCES &
MILITARY AFFAIRS

COMMITTEES:

CONSUMER PROTECTION
APPROPRIATIONS
ELEMENTARY & SECONDARY
EDUCATION
ENVIRONMENT & ENERGY
EXECUTIVE



EDDIE LEE JACKSON, SR.
STATE REPRESENTATIVE • 114TH DISTRICT

SPRINGFIELD OFFICE:
200 - 75 STRATTON BUILDING
SPRINGFIELD, ILLINOIS 62706
217 - 782 - 5951
217 - 782 - 8794 FAX

DISTRICT OFFICE:
4700 STATE STREET
SUITE 2
EAST ST. LOUIS, ILLINOIS 62205
618 - 875 - 9950
618 - 875 - 9870 FAX

May 7, 2012

Mr. Christopher A. Kock, Superintendent
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Dear Superintendent Koch:

I am writing to express my strong support of the East St. Louis School District 189 School Improvement Grant (SIG) application. According to PS&E scores, attendance, and other indicators, many of the students at East St. Louis Senior High School are below their peers across the state and are not experiencing the success necessary for them to be ready for college or a career. This unacceptable.

The District is under new leadership this year, and Superintendent Arthur Culver has assured me that low performance at the high school and in other schools in the district will improve with the appropriate support and resources. The SIG grant will provide the necessary resources for East St. Louis High School to give students the opportunities necessary to reach their full potential. One only has to look at the outstanding graduates to come from East St. Louis to know that the community is capable of producing artists, doctors, athletes, lawyers, business leaders and others who are able to lead this nation.

The East St. Louis Senior High School SIG application has been carefully prepared to leverage every dollar to accelerate student achievement. The application includes supports for advanced students, for struggling students, and for parents and families in the community. The professional development component will change the way that teachers provide instruction and greatly impact the culture of the school.

I look forward to supporting East St. Louis School District 189 as they implement the SIG, and I encourage you to give the district the opportunity to transform East St. Louis Senior High School to become a model for the State.

Sincerely,

A handwritten signature in cursive script that reads "Eddie Lee Jackson, Sr."

Eddie Lee Jackson, Sr.
State Representative 114th Legislative District

ELJ/bj

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

April 25, 2012

Christopher A. Koch, Ed.D.
State Superintendent of Education
100 North First Street
Springfield, Illinois 62777-0001

Dear Dr. Koch:

Please accept my strong endorsement of East St. Louis High School as a recipient of the School Improvement Grant (SIG). East St. Louis School District 189 has a rich history of alumni accomplishment and a strong sense of pride in being a part of their community. East St. Louis High School is known throughout the state for athletic accomplishments. Unfortunately, the students' potential for academic success is not matched with the resources to ensure that they have the opportunities that they deserve. This situation is now poised to change due to two simultaneous opportunities.

First, a new administrative team has come to East St. Louis School District 189, they have demonstrated a commitment to excellence and the ability to execute difficult changes necessary for success. Second, the implementation of a SIG grant at East St. Louis High School will be the catalyst for significant improvements in student outcomes due to changes in programs, personnel, and practices. The agreement from the local union to change the assessment of teachers and to allow hiring on merit as opposed to seniority will make a dramatic difference in the quality of classroom instruction. The rigorous selection process to choose a new principal will include screening for the competencies necessary to change a school culture and student outcomes. Enhancements to learning such as more instructional time and intensive professional development for staff will give East St. Louis High School students the tools they need to compete in a global society.

I support these dramatic changes, and I plan to use the available resources of Southern Illinois University Edwardsville to partner with East St. Louis High School in accomplishing the goals of the SIG. Hopefully, we will be able to align our community support tools, our available teacher training, and our placement of student teachers to be a part of the SIG process. The opportunity for real change is rare, and there is possibly no school in Illinois with a greater need for meaningful intervention than East St. Louis High School.

Please consider extending the SIG opportunity to East St. Louis High School and improving outcomes for hundreds of students with few educational options. Thank you for your consideration.

Respectfully,

Venessa A. Brown

Venessa A. Brown, Ph.D.
Associate Provost
Southern Illinois University Edwardsville



Office of the President

2500 Carlyle Avenue • Belleville, IL 62221-5899

800-222-5131, ext. 5247 • 618-235-2700, ext. 5247 • Fax 618-641-5008

May 8, 2012

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

Dear Superintendent Koch:

I am pleased to support the East St. Louis School District 189 as a recipient of the School Improvement Grant (SIG). This funding opportunity targets students at East St. Louis Senior High School who have been without the resources for academic success for several years. The students, the families, and the staff at the school are eager for reform and will embrace systemic change.

The support that they will provide enhances the high school's ability to make significant reforms. The SIG will provide the opportunity to change a pattern of failure that has prevented many able students from being college and career ready.

The addition of instructional time for students, sustained professional development for staff, and a rigorous teacher evaluation system are some of the changes that will help to transform East St. Louis High School. I appreciate your careful consideration of the East St. Louis High School application, and I look forward to seeing students benefit from the reforms available through the SIG.

Sincerely,

A handwritten signature in cursive script that reads 'Georgia Costello Ph.D.'

Georgia Costello, Ph.D.
 President

East St. Louis Federation of Teachers

IFT/AFT

Local 1220

AFL/CIO

3813 BUNKUM ROAD

(618) 274-0110 / 274-0111
FAX: (618) 274-9310

E. ST. LOUIS, IL 62204



May 10, 2012

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

Dear Superintendent Koch:

On behalf of the Illinois Federation of Teachers (IFT) Local 1220, I wish to express my support for the School Improvement Grant (SIG) being awarded to East St. Louis Senior High School. Local 1220 has been a part of the planning process, and our voices were heard as we selected a lead partner and developed the necessary MOU to support the implementation of the SIG.

We interviewed five lead partner candidates and found strengths and challenges in all presentations. It was an excellent opportunity for the District and the Union to collaborate as professionals with a common goal of "Doing what is best for students." The process was labor intensive, but successful. As a result of this process we were able to negotiate the following conditions to support implementation of the SIG:

- Extension of instructional time by 60 minutes per day (30 minutes by eliminating advisory period and 30 minutes by increasing the length of the day)
- Weekly collaboration to support the implementation of the Professional Learning Communities (PLC)
- Opportunities for professional development to support student learning
- Removal of teachers from the building who receive Unsatisfactory or Need Improvement ratings
- Implementation of strong teacher evaluation model based on the Charlotte Danielson framework for evaluation including a student growth component in alignment with the SIG timeline

East St. Louis Senior High School teachers are excellent educators who want success for all students. The SIG will bring them the opportunities and resources necessary to achieve their goals. Please select East St. Louis Senior High School as a grant recipient of the SIG. Local 1220 has participated and supported the writing of this grant. Our teachers are looking forward to doing the hard work necessary to make the SIG implementation successful. Thank you for your consideration.

Sincerely,

Sharon Crockett
President

LEA Overview and Rationale

General

- Development of Needs Assessment
- Attachment 4: Goals



DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	NAME OF SCHOOL
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Part III – District Level Capacity Analysis

District Level: Policies, Procedures and Practice Analysis

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

Teachers and Leaders

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

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

- The CPS Office of School Improvement (OSI) was developed specifically to support schools identified for closure, restart, transformation, and turnaround by the Board. OSI directly manages External & Internal Lead Partners to manage restart, turnaround and transformation. The office is staffed with highly experienced administrators who have lead documented school improvement efforts. OSI has unprecedented autonomy and increased supports for schools with regard to: communications; curriculum & instruction; performance management; project management; personnel; policies/procedures; and, schedules/calendars/instructional minutes granted by the Board and/or through agreement with the CTU through the CBA. The applicant schools are currently not supported OSI, and will only move under this reform support organization if a School Improvement Grant is received. Traditional schools are subject to policies which greatly limit principal flexibility. There is much greater flexibility granted for schools identified for implementation of one of the four federal intervention models under support structures built by the CPS Office of School Improvement, as described above.
- The Chicago Public Schools does not have a quality staff identification and selection program supported comprehensively by the district, but this area has improved since last year. The Office of School Improvement has a highly effective staff identification and hiring process to ensure a highly qualified individual is put in place for each opening by greatly increasing the school's capacity to recruit, identify, and retain highly qualified staff.
- District 299 complies with the current Chicago Teachers Union contract allowing staff replacement when a teacher does not have tenure, fails to meet expectations through evaluations and is employed at a school identified as a Turnaround or Restart. Under the current contract, it can be difficult to replace tenured teachers in a timely manner. This is a situation currently under review for modification and collaboration to this end is underway with the Chicago Teacher's Union (CTU) to allow greater flexibility through the next CBA to start in 2012-13. Evaluating both the process for replacing tenured teachers who demonstrate poor performance and that of obtaining tenure will help the district improve its ability to maintain high-quality staff. This is an area that needs to be addressed through collective bargaining - which is underway.

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

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
<p>Our district uses data to drive decisions and targets resources and ongoing support to low-performing students in the neediest schools. <u>Considerations:</u> Data exist to support the decision to allocate resources towards a particular service, material, equipment, etc.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Our district has in place a well defined plan for supporting the ongoing need for data collection and analysis to support and drive instructional needs for continuous improvement and/or the need for interventions. <u>Considerations:</u> Personnel, school data teams, professional development, communication.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>District ensures that:</p> <ul style="list-style-type: none"> ▫ Curriculum ▫ Assessment ▫ Instructional Practices <p>lead to equitable educational opportunities and outcomes for all students in its neediest schools. <u>Considerations:</u> There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Our district ensures instructional practices are aligned with assessment practices to measure student progress. <u>Considerations:</u> Grade-level benchmarks, progress monitoring, job embedded professional development.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Our district continuously monitors curriculum to make certain it supports instructional practices that are responsive to student needs. <u>Considerations:</u> There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Teachers are competent in and use a variety of differentiated teaching strategies that meet the needs of all students. <u>Considerations:</u> The district ensures that research-based instructional strategies are implemented. Ongoing professional development is available and provided based on teacher input. Coaches are provided to assist teachers in utilizing instructional practices that best meet the needs of their students.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Intervention strategies, supports, and extended learning opportunities are in place for all students who struggle academically. <u>Considerations:</u> Conducts extensive analysis of achievement gaps and develops strategies to address gaps.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

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

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

CPS is developing a new curriculum framework for the District, aligned to the Common Core, that is expected to be pushed out for the Fall of 2012. (continued in next section)

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

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

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

(Instruction and Support Strategies, continued) The current curriculum framework for the District has been very weakly supported through professional development, but there are pockets of fidelity and alignment to state standards. The newly developing framework has had a better adoption strategy across the district. Independent research has clearly shown that there is quality instruction in CPS schools, but that there are considerable issues with curricular alignment. The district assessment system is actually progressing ahead of curriculum alignment as a quality formative assessment system is available to schools. OSI has developed a clear system to work with a staff to efficiently and effectively align curriculum and instruction to the district benchmark Common Core Standards. Each school will implement this system if a grant is awarded. This is also true for a comprehensive formative assessment system aligned to the Core Standards.

The district is currently planning for the expansion of an RTI model across the district during the 2012-13 school year. During the 2011-12 school year the district has pushed out reviewing screeners, diagnostic assessments, progress monitoring tools and interventions for mathematics to prepare for the implementation of the model the following school year. There are concerns that the district does not have the capacity to support a district-wide roll-out of these new systems. Schools under the Office of School Improvement fully implemented an aggressive RTI system starting with the 2008-09 school year. OSI has developed full support systems to support successful implementation.

(Time and Support) CPS has been given some unilateral authority to modify calendars and increase instructional time. Individual schools have very little flexibility to initiate such changes. Schools under OSI have been given flexibility, working together with school staff, to make modifications.

Staff in CPS schools have traditionally had input into school professional development needs. CPS does not conduct a comprehensive needs assessment, but does require schools to employ a needs assessment process as part of school improvement planning. Schools under OSI have a highly defined school improvement planning process that includes a much more detailed needs assessment to determine PD needs. A typical school will only have 5 days dedicated for professional development in CPS, while schools under OSI are required to have 90 minute weekly PD sessions at a minimum, along with 10 full days of PD. In addition, schools schedules must be built to allow for department and grade level meetings and collaboration on a weekly basis for each group.

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

Communication with our school communities from their local school has been an identified strength throughout the district by parents through an annual opinion survey conducted in April 2011.

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

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

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

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

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

Section I: Overview

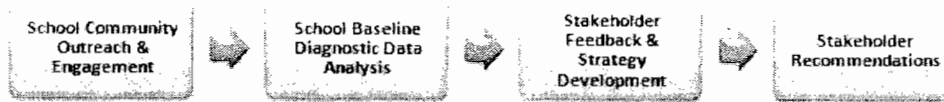
Section I / A.1 The Chicago Public Schools, as the third largest school district in the nation, serves 404,151 students through 637 schools. As a large urban district, CPS has a significant percentage of the identified Tier I and Tier II schools statewide and fully recognizes the need to bring significant reforms to our schools. CPS has been implementing the four current federal reform models (Closure, Restart, Turnaround and Transformation) in schools successfully since the 2008-09 academic year, and since that time has been systematically increasing capacity to accommodate additional cohorts of schools annually by adding new Lead Partners and helping current Lead Partners increase their capacity. With the 2011-12 academic year, the district will have implemented one of the federal reform models in thirty-four schools, demonstrating the district’s intent on making significant reforms in our lowest performing schools. Of the thirty-four (34) schools, twenty (20) have implemented the restart or turnaround model, further demonstrating our resolve. For the 2012-13 academic year, after an extensive evaluation, the district plans to implement the Turnaround Model in ten (10) additional schools, including two (2) from the Tier I/II list (1 included in this application) and eight elementary schools from the Tier III list (Tier III schools are NOT included in this application). The district has further identified six (6) schools from the Tier I/II list that are ready for extensive school reform under the transformation model, with each included in this application. Last, the district has identified one (1) restart candidate from the Tier I /II list that is included in this application as a transformation for 2012-13 with the intent to transfer to a Restart for 2013-14. District administrators reviewed student performance data in depth for thirty-six (36) schools from the Tier I / II list in considering appropriate schools for this application, looking at data based on four-year historic trends. From this initial review, sixteen (16) semi-finalists were identified for a more in-depth analysis focusing on the current administration, staff and initiatives in place that could be foundational for a successful school reform. The semi-finalist review involved senior district administrators and Chief Officers (Area Superintendents), and focus groups with select staff from each school. This assessment measured the existing building Principal and staff against the following criteria: 1) willingness and ability to drive for results; 2) willingness to accept responsibility & accountability; 3) planning and

problem solving; 4) confidence to lead school reform; 5) willingness to devote personal & collective resources toward reform; and 6) an examination of current school improvement initiatives in place at each school. An in-depth analysis of the current building leadership was also central to this investigation. Data was collected for each school and examined closely by a team of senior district and area administrators who determined that eight (8) schools would fit the criteria for selection at this time. Six (6) schools would meet the criteria of being Transformation ready – schools that clearly demonstrated the capability to leverage recent momentum to very quickly transform and propel student achievement with intensive technical assistance; and, two (2) schools would require the more intensive Turnaround and restart reform model. Ace Tech Charter School has been identified as needing a Restart Model, but due to legal considerations will not be eligible for a restart until 2013-14 as the current school’s charter must run through 2012-13. The students of ACE, however, deserve intervention now so CPS is proposing a unique solution with a transformation in 2012-13 followed by a restart for 2013-14. The same organization, Noble Street Charter School, who manages a franchise of very successful CPS charter high schools would be the Lead Partner for both the Transformation and Restart.

School Name	Federal Reform Model	Enrollment (2011-12)	% Low Income	Meets/Exceeds PSAE Composite	Attendance Rate (2011)	Graduation Rate (2011)	Dropout Rate (2011)
ACE Charter	Transform/Restart	476	91.4%	17.1%	93%	70%	8%
Al Raby	Transformation	558	94.6%	10.1%	80.4%	72.2%	4.6%
Bogan	Transformation	1786	89.0%	11.1%	75.3%	52.5%	12.6%
Bowen	Transformation	937	89.2%	6.6%	75%	68%	5%
Clemente	Transformation	1283	85.6%	15.4%	70.1%	49.5%	7.5%
CVCA	Turnaround	1106	95.7%	4.2%	69.3%	49.5%	6.8%
Senn	Transformation	1037	91.5%	16.2%	82%	40%	13%
Washington	Transformation	1442	87.8%	14.0%	80%	72%	1%

The eight (8) schools selected for this application were then fully engaged in the comprehensive Needs Assessment process by the lead LEA agency, the Office of School Improvement (OSI) who oversees all internal and external Lead Partners working under SIG. The Needs Assessment process followed a standardized approach to gain input from different stakeholder groups, as depicted on the next page.

School Improvement Needs Assessment Process



Completing the Needs Assessment each school involved the following key stakeholder groups: School Administrators; Instructional Leadership Teams (ILT); School Staff; Parent Advisory Councils; Chicago Teacher’s Union Representatives; and Local School Councils/CMO Board of Directors. Every Chicago public school has a Local School Council (LSC) which consists of: parents, community members, teachers and the Principal of the school. All members of the council are elected and conduct monthly meetings, which the public can attend. This group’s primary responsibilities are to advise how funds and resources are allocated at the school, and to advise and monitor the annual School Improvement Plan. An initial meeting was conducted to introduce the process, followed by a School Baseline Data Analysis of the school. This was a “deep dive” review of school data, compiled by the Office of School Improvement, who met with school community representatives during the Stakeholder Feedback stage to complete the Needs Assessment and review the data. Schools were engaged to allow different viewpoints to be considered, with all information compiled and presented. The group reviewed the combined findings in depth and came to consensus. Each school then selected a Lead Partner, who finalized the Needs Assessment and initiated Strategy Development to make final recommendations, which confirmed the reform model that was the best fit for each school. None of the schools as a part of this application had a high performing neighborhood school in the area, so closure was eliminated as an option. As described, six (6) schools met the criteria for Transformation; while two (2) schools met the criteria for Restart and Turnaround. The district portion of the Needs Assessment was completed in a similar timeline by a combined representative group from each district network, or geographic ‘area.’ Sign-in sheets from the varied meetings associated with this process are located in *Attachment 10*.

Section I / A.2 Detailed throughout this document are bold plans to make changes in the district and documentation of significant changes that have already taken place. We have considerable experience

implementing the four federal reform models, and although there are newly identified and persistent challenges to be conquered, the district has learned a great deal, having removed numerous roadblocks to school reform through modifications to policies and practices over the past five years. Our Board of Education, community partners, parents, students, Chicago Teacher's Union, and other key stakeholders have been partners in this ongoing process to eliminate barriers to school improvement as detailed in the LEA portion of the Needs Assessment, also summarized in this submission.

To effectively respond to the challenges facing the district, the CPS Board of Education created the Office of School Improvement (OSI) – an internal Lead Partner governance organization reporting directly to the Chief Education Officer and Board of Education, with a focus to improve **Governance** of our lowest performing schools. With the support of the Board, OSI has been given autonomy to divert resources, circumvent traditional district systems, grant schools unprecedented flexibility, and bring a complete focus to schools reassigned to improvement status. Through our Collective Bargaining Agreement (CBA) with the Chicago Teacher's Union (CTU), provisions exist that support the Board taking dramatic action to implement innovative solutions in Chicago's most distressed schools – including Restart, Turnaround and Transformation. This has only been made possible through cooperation of our Board and CTU. A new CBA is being negotiated at the time of this submission, with proposals that will enhance policies and procedures in support of school reform and innovation in our lowest performing schools.

Teachers and Leaders is an area where we have expanded flexibility extensively. It has not been a practice of our district to grant Principals operational control over budget, calendar and staffing; however, schools as part of this application will be given autonomy over their budget and staffing by the Board. By an agreement with our Chicago Teachers Union, schools can through a simple majority, vote to change their academic calendar and the structure of their school day – something each applicant school has voted to support. Staffing schools with high quality personnel has been a significant issue, particularly in our lowest performing schools. With the support of the Board, schools associated with SIG utilize the Office of School Improvement's extensive Human Capital Team's resources to recruit, identify and retain the highest quality staff. The Board will pay a portion of National Board Certification costs, schools support

staff in pursuit of advanced degrees, and most notably OSI has developed a system to recognize and promote our highest performing staff. With Board support, our lowest performing schools will be first in line to select the most qualified staff currently employed in the district, as well as those applying for employment. The Board and CTU have publicly recognized the need to make significant enhancements to our teacher evaluation system, and a new evaluation system will be utilized in schools participating in this application for the 2012-13 academic year. Principals in our lowest performing schools can be removed at any time by the Board, and the current CBA allows for the efficient dismissal of ineffective teachers, something the OSI will be training and supporting all administrators in.

Instructional Supports are also being enhanced, through analysis of our limited district capacity in this area. A significant area of concern is a lack of coordination from the district level for curriculum alignment to standards, so the Board has empowered OSI to develop and implement a standard curriculum aligned to the Common Core State Standards in each of their schools. The Board also formed a new office, the Chief Instruction Office, to support a district effort to dramatically enhance curriculum alignment across the schools to the Core Standards. This new office has leveraged processes, material, and supports originating in OSI, further emphasizing the positive impact of the unit. The majority of district schools do not have sufficient intervention strategies, supports and extended learning opportunities in place. This is due in part to the lack of flexibility granted to schools to develop such programs, a lack of technical expertise, and lack of financial support. We recognize this barrier to school reform, and are making strong enhancements to support our Tier I / II / III schools with increased flexibility and additional supports.

The district has made significant improvements with regard to **Time and Supports** to benefit all students in the district. Every district high school will have their instructional day extended by 60 minutes in 2012-13. In addition to extending the instructional day by an hour, each school in this application has developed a program to dramatically increase intervention strategies and extend the learning day for at-risk students even more with before/after school and Saturday intervention programs that will impact 25% to 75% of students at each school. This was made possible only through the close cooperation of school

Union representatives, OSI and the Lead Partners. As described earlier, our schools have been granted the ability to extend learning time and modify the school calendar through a simple majority vote of the staffs. This cooperation has also extended to professional development and collaboration time as schools have each agreed to extend their day to accommodate these necessary activities.

The district has additional work to complete, but the relationship between the CTU and Board is developing to this end. The Office of School Improvement has developed positive working relationships with building Union representatives at each school. All were intimately involved in developing the School Improvement Plans and agreed to significant revisions to eliminate barriers to school reform in their respective buildings.

Section I / A.3 Chicago Public Schools' capacity to support school improvement is a function of the collective experiences of becoming a national pioneer in Restart, Turnaround and Transformation since first implementing the Turnaround model in 2008-09. To fully support implementation of the four federal reform models, the Board of Education created a separate entity in 2010 to supervise and coordinate activities of all internal and external Lead Partners, the previously mentioned Office of School Improvement. Section II / A.10 of this proposal details the organization and support structures of OSI, including: Portfolio Management, Operational Support, and Strategic Management. The design of OSI in supporting Lead Partners has been held up as a national model by the U.S. Department of Education. The district expands capacity to accept new schools into the school reform program supported through OSI by bringing new Lead Partners into the district and supporting existing Lead Partners to expand their capacity. A number of groups are either working as Lead Partners in schools or positioned as new Lead Partners in this application (America's Choice, Academy for Urban School Leadership, , Loyola University College of Education, the Network for College Success, & Noble Charter School Network). Because of the significant number of schools in improvement status, CPS has been allowed by the Illinois State Board of Education to develop "internal" Lead Partners. The nationally recognized Office of School Turnaround was initiated in 2008, with the Office of Transformation Support opening in 2010.

**FY 2013 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -13
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Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2011 PSAE results show ___ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to ___ on the 2013 PSAE.

SIG 1003(g) Goal # 1 _____:

The FY13 SIG applicant schools have an average 2011 PSAE M/E READING of 13.8%, therefore selected schools will demonstrate an increase in academic achievement in Reading to 19.8% PSAE M/E (2013), to 29.8% PSAE Reading M/E (2014), and to 39.8% PSAE Reading M/E (2015) through the implementation of comprehensive school improvement plans.

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

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
<p>Objective # 1.1 (Example) All reading/language arts teachers, grades 9-13, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.</p>	<p>(Example) 1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.</p>	<p>(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.</p>	<p>(Example) 11.2012 05.2013</p>	<p>(Example) School Principal Lead Partner</p>
<p>Objective # 1.1 Increase student learning through an increase of instructional time for all students, with additional time for targeted groups</p>	<p>1.1.1 Increase the instructional day for all students by 60 minutes 1.1.2 Increase the instructional day for targeted students by 300 minutes per week. 1.1.3 Increase time in core subjects (ELA & Math) by 100 minutes weekly</p>	<p>1.1 19.8% of students M/E on 2013 PSAE Reading 1.1 50% of students make Expected Gains on EPAS Reading 1.1 70% of Students demonstrate mastery on targeted skills through Interim Assessments</p>	<p>June 2013 June 2013 June 2013</p>	<p>Principal / Lead Partner / OSi</p>
<p>Objective # 1.2 Develop and implement targeted Tier II/III interventions for all at-risk students</p>	<p>1.2.1 Develop and provide targeted reading in-school curriculum and intervention programs for 9th & 10th grade at-risk students. 1.2.2 Develop and provide targeted reading extended-school curriculum and intervention programs for at-risk students.</p>	<p>1.2 70% of student cohort demonstrate mastery on targeted skills through Interim Assessments 1.2 80% of student cohort show mastery of targeted skills through instructor assessments</p>	<p>June 2013 June 2013</p>	<p>Principal / Lead Partner / OSi</p>
<p>Objective # 1.3 Increase instructional time by improving attendance, decreasing truancy, and decreasing out of school suspensions</p>	<p>1.3.1 Increase in daily/annual student and weekly/annual teacher attendance 1.3.2 Decrease monthly/annual student truancy rates 1.3.3 Decrease out of school suspension rates</p>	<p>1.3 Improve student attendance rate to 83.2% (from applicant baseline of 78.2%)</p>	<p>June 2013</p>	<p>Principal / Lead Partner / OSi</p>

**FY 2013 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

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Example:

Goal: The 2011 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2013 PSAE.

SIG 1003(g) Goal # 1 _____:

The FY13 SIG applicant schools have an average 2011 PSAE M/E READING of 13.8%, therefore selected schools will demonstrate an increase in academic achievement in Reading to 19.8% PSAE M/E (2013), to 29.8% PSAE Reading M/E (2014), and to 39.8% PSAE Reading M/E (2015) through the implementation of comprehensive school improvement plans.

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

Objective (1) (Example)	Measurable Outcome(s) (2) (Example)	Evidence of Improvement or Progress (3) (Example)	Target Date for Completion (4) (Example)	Responsible Entity (5) (Example)
Objective # 1.1: All reading/language arts teachers, grades 9-13, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	11.2012 05.2013	School Principal Lead Partner
Objective # 1.4 Increase student outcomes by aligning the curriculum and assessments to the Common State Core Standards	1.4.1 Implement a comprehensive Curriculum Mapping Project to develop and align curriculum to Common Core Standards. 1.4.2 Design Common Course Unit Assessments 1.4.3 Design Curriculum Units & Lesson Plans	1.4 19.8% of students M/E on 2013 PSAE Reading 1.4 50% of students make Expected Gains on EPAS Reading 1.4 70% of students demonstrate mastery on targeted skills through interim Assessments	June 2013 June 2013 June 2013	Principal / Lead Partner / OSI
Objective # 1.5 Increase the quality of differentiated instruction & instructional alignment with targeted teacher professional development, coaching, collaboration, supports, and use of data	1.5.1 Implement weekly PD & Collaboration periods for staff groups. 1.5.2 Implement job embedded professional development through formal PD, one-on-one coaching, & peer-to-peer supports	1.5 19.8% of students M/E on 2013 PSAE Reading 1.5 Average staff rating of 4.0 on 5.0 Rubric of informal observation and feedback by coaches and peers	June 2013 June 2013	Principal / Lead Partner / OSI
Objective # _____				

**FY 2013 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -13
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Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2011 PSAE results show percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to on the 2013 PSAE.

SIG 1003(g) Goal # <u>2</u> : The FY13 SIG applicant schools have an average 2011 PSAE MATH M/E of 12.5%, therefore selected schools will demonstrate an increase in academic achievement in Math to 18.5% PSAE M/E (2013), to 28.5% PSAE Math M/E (2014), and to 38.5% PSAE Math M/E (2015) through the implementation of comprehensive school improvement plans.

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

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
Objective # 1.1: All reading/language arts teachers, grades 9-13, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	(Example) 1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	(Example) 11.2012 05.2013	(Example) School Principal Lead Partner
Objective # 2.1 Increase student learning through an increase of instructional time for all students, with additional time for targeted groups.	2.1.1 Increase the instructional day for all students by 60 minutes. 2.1.2 Increase the instructional day for targeted students by 300 minutes per week. 2.1.3 Increase time in core subjects (ELA & Math) by 100 minutes weekly	2.1 18.5% of students M/E on 2013 PSAE Math 2.1 50% of students make Expected Gains on EPAS Math 2.1 70% of students demonstrate mastery on targeted skills through Interim Assessments	June 2013 June 2013 June 2013	Principal / Lead Partner / OSI
Objective # 2.2 Develop and implement targeted Tier II/III interventions for all at-risk students	2.2.1 Develop and provide targeted reading in-school curriculum and intervention programs for 9th & 10th grade at-risk students. 2.2.2 Develop and provide targeted reading extended-school curriculum and intervention programs for at-risk students.	2.2 70% of student cohort demonstrate mastery on targeted skills through Interim Assessments 2.2 80% of student cohort show mastery of targeted skills through instructor assessments	June 2013 June 2013	Principal / Lead Partner / OSI
Objective # 2.3 Increase instructional time by improving attendance, decreasing truancy, and decreasing out of school suspensions	2.3.1 Increase in daily/annual student and weekly/annual teacher attendance 2.3.2 Decrease monthly/annual student truancy rates 2.3.3 Decrease out of school suspension rates	2.3 Improve student attendance rate to 83.2% (from applicant baseline of 78.2%)	June 2013	Principal / Lead Partner / OSI

FY 2013 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -13
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Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2011 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2013 PSAE.

SIG 1003(g) Goal # 2 _____:

The FY13 SIG applicant schools have an average 2011 PSAE MATH M/E of 12.5%, therefore selected schools will demonstrate an increase in academic achievement in Math to 18.5% PSAE M/E (2013), to 28.5% PSAE Math M/E (2014), and to 38.5% PSAE Math M/E (2015) through the implementation of comprehensive school improvement plans.

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

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
Objective # 1.1: All reading/language arts teachers, grades 9-13, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	(Example) 11.2012 05.2013	(Example) School Principal Lead Partner
Objective # 2.4 Increase student outcomes by aligning the curriculum and assessments to the Common Core State Standards	2.4.1 Implement a comprehensive Curriculum Mapping Project to develop and align curriculum to Common Core Standards. 2.4.2 Design Common Course Unit Assessments 2.4.3 Design Curriculum Units & Lesson Plans	2.4 18.5% of students M/E on 2013 PSAE Math 2.4 50% of students make Expected Gains on EPAS Math 2.4 70% of students demonstrate mastery on targeted skills through Interim Assessments	June 2013 June 2013 June 2013	Principal / Lead Partner / OSI
Objective # 2.5 Increase the quality of differentiated instruction & instructional alignment with targeted teacher professional development, coaching, collaboration, supports, and use of data	2.5.1 Implement weekly PD & Collaboration periods for staff groups. 2.5.2 Implement job embedded professional development through formal PD, one-on-one coaching, & peer-to-peer supports	2.5 18.5% of students M/E on 2012 PSAE Math 2.5 Average staff rating of 4.0 on 5.0 Rubric of informal observation and feedback by coaches and peers	June 2013 June 2013	Principal / Lead Partner / OSI
Objective # _____				

**FY 2013 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -13
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Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2011 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2013 PSAE.

SIG 1003(g) Goal # 3 _____:

The FY13 SIG applicant schools have an average Meeting Expected Gains from Explore to Plan of 49.0% on the 2011 EPAS Composite, therefore selected schools will demonstrate increased academic achievement from one grade level to the next on EPAS Composite Meeting Expected Gains (MEG) to 55% in 2013, to 65% MEG in 2014, and to 75% MEG in 2015.

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

Objective (1) (Example)	Measurable Outcome(s) (2) (Example)	Evidence of Improvement or Progress (3) (Example)	Target Date for Completion (4) (Example)	Responsible Entity (5) (Example)
Objective # 1.1: All reading/language arts teachers, grades 9-13, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	11.2012 05.2013	School Principal Lead Partner
Objective # 3.1 Increase student learning through an increase of instructional time for all students, with additional time for targeted groups	3.1.1 Increase the instructional day for all students by 60 minutes 3.1.2 Increase the instructional day for targeted students by 300 minutes per week. 3.1.3 Increase time in core subjects (ELA & Math) by 100 minutes weekly	3.1 55% of students Meet Expected Gains from Explore to Plan on EPAS 3.1 70% of students demonstrate mastery on targeted skills through Interim Assessments	June 2013 June 2013 June 2013	Principal / Lead Partner / OSI
Objective # 3.2 Develop and implemented targeted Tier II/III interventions for all at-risk students	3.2.1 Develop and provide targeted reading in-school curriculum and intervention programs for 9th & 10th grade at-risk students 3.2.2 Develop and provide targeted reading extended-school curriculum and intervention programs for at-risk students	3.2 70% of student cohort demonstrate mastery on targeted skills through Interim Assessments 3.2 80% of student cohort show mastery of targeted skills through instructor assessments	June 2013 June 2013	Principal / Lead Partner / OSI
Objective # 3.3 Increase instructional time by improving attendance, decreasing truancy, and decreasing out of school suspensions	3.3.1 Increase in daily/annual student and weekly/annual teacher attendance 3.3.2 Decrease monthly/annual student truancy rates 3.3.3 Decrease out of school suspension rates	3.3 Improve student attendance rate to 83.2% (from applicant baseline of 78.2%)	June 2013	Principal / Lead Partner / OSI

FY 2013 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives

DISTRICT NAME AND NUMBER Chicago Public Schools / 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -13
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Example:

Goal: The 2011 PSAE results show ___ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to ___ on the 2013 PSAE.

SIG 1003(g) Goal # 3 _____:

The FY13 SIG applicant schools have an average Meeting Expected Gains from Explore to Plan of 49.0% on the 2011 EPAS Composite, therefore selected schools will demonstrate increased academic achievement from one grade level to the next on EPAS Composite Meeting Expected Gains (MEG) to 55% in 2013, 65% MEG in 2014, and 75% MEG in 2015.

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

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
Objective # 1.1: All reading/language arts teachers, grades 9-13, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	(Example) 1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	(Example) 11.2012 05.2013	(Example) School Principal Lead Partner
Objective # 3.4 Increase student outcomes by aligning the curriculum and assessments to the Common Core State Standards	3.4.1 Implement a comprehensive Curriculum Mapping Project to develop and align curriculum to Common Core Standards. 3.4.2 Design Common Course Unit Assessments 3.4.3 Design Curriculum Units & Lesson Plans	3.4 55% of students Meet Expected Gains from Explore to Plan on EPAS 3.4 70% of students demonstrate mastery on targeted skills through Interim Assessments	June 2013 June 2013 June 2013	Principal / Lead Partner / OSI
Objective # 3.5 Increase the quality of differentiated instruction & instructional alignment with targeted teacher professional development, coaching, collaboration, supports, and use of data	3.5.1 Implement weekly PD & Collaboration periods for staff groups. 3.5.2 Implement job embedded professional development through formal PD, one-on-one coaching, & peer-to-peer supports	3.5 55% of students Meet Expected Gains from Explore to Plan on EPAS 3.5 Average staff rating of 4.0 on 5.0 Rubric of informal observation and feedback	June 2013 June 2013	Principal / Lead Partner / OSI
Objective # _____				

**FY 2013 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

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Example:

Goal: The 2011 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2013 PSAE.

SIG 1003(g) Goal # 4 _____.

The FY13 SIG applicant schools have an average Meeting Expected Gains from Plan to ACT of 35.3% on the 2011 EPAS Composite, therefore selected schools will demonstrate increased academic achievement from one grade level to the next on EPAS Composite Meeting Expected Gains (MEG) to 50% in 2013 to, 60% MEG in 2014, and to 70% MEG in 2015.

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

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
Objective # 1.1: All reading/language arts teachers, grades 9-13, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	(Example) 1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	(Example) 11.2012 05.2013	(Example) School Principal Lead Partner
Objective # 4.1 _____ Increase student learning through an increase of instructional time for all students, with additional time for targeted groups	4.1.1 Increase the instructional day for all students by 60 minutes 4.1.2 Increase the instructional day for targeted students by 300 minutes per week. 4.1.3 Increase time in core subjects (ELA & Math) by 100 minutes weekly	4.1: 50% of students Meet Expected Gains from Plan to ACT on EPAS 4.1 70% of students demonstrate mastery on targeted skills through Interim Assessments	June 2013 June 2013 June 2013	Principal / Lead Partner / OSI
Objective # 4.2 _____ Develop and implemented targeted Tier II/III interventions for all at-risk students	4.2.1 Develop and provide targeted reading in-school curriculum and intervention programs for 9th & 10th grade at-risk students 4.2.2 Develop and provide targeted reading extended-school curriculum and intervention programs for at-risk students	4.2 70% of student cohort demonstrate mastery on targeted skills through Interim Assessments 4.2 80% of student cohort show mastery of targeted skills through instructor assessments	June 2013 June 2013	Principal / Lead Partner / OSI
Objective # 4.3 _____ Increase instructional time by improving attendance, decreasing truancy, and decreasing out of school suspensions	4.3.1 Increase in daily/annual student and weekly/annual teacher attendance 4.3.2 Decrease monthly/annual student truancy rates 4.3.3 Decrease out of school suspension rates	4.3 Improve student attendance rate to 83.2% (from applicant baseline of 78.2%)	June 2013	Principal / Lead Partner / OSI

FY 2013 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives

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

Example:

Goal: The 2011 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2013 PSAE.

SIG 1003(g) Goal # 4 _____:

The FY13 SIG applicant schools have an average Meeting Expected Gains from Plan to ACT of 35.3% on the 2011 EPAS Composite, therefore selected schools will demonstrate increased academic achievement from one grade level to the next on EPAS Composite Meeting Expected Gains (MEG) to 50% in 2013 to, 60% MEG in 2014, and to 70% MEG in 2015.

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

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
Objective # 1.1: All reading/language arts teachers, grades 9-13, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	(Example) 1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	(Example) 11.2012 05.2013	(Example) School Principal Lead Partner
Objective # 4.4 Increase student outcomes by aligning the curriculum and assessments to the Common Core State Standards	4.4.1 Implement a comprehensive Curriculum Mapping Project to develop and align curriculum to Common Core Standards. 4.4.2 Design Common Course Unit Assessments 4.4.3 Design Curriculum Units & Lesson Plans	4.4 50% of students Meet Expected Gains from Plan to ACT on EPAS 4.4 70% of students demonstrate mastery on targeted skills through Interim Assessments	June 2013 June 2013 June 2013	Principal / Lead Partner / OSi
Objective # 4.5 Increase the quality of differentiated instruction & instructional alignment with targeted teacher professional development, coaching, collaboration, supports, and use of data	4.5.1 Implement weekly PD & Collaboration periods for staff groups. 4.5.2 Implement job embedded professional development through formal PD, one-on-one coaching, & peer-to-peer supports	4.5 50% of students Meet Expected Gains from Plan to ACT on EPAS 4.5 Average staff rating of 4.0 on 5.0 Rubric of informal observation and feedback	June 2013 June 2013 June 2013	Principal / Lead Partner / OSi
Objective # _____				

**FY 2013 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

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

Example:

Goal: The 2011 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2013 PSAE.

SIG 1003(g) Goal # 5 _____:

The FY13 SIG applicant high schools have an average graduation rate of 56.6%, therefore selected schools will increase graduation rates to 61.6% (2013), to 67.6% (2014), and to 78.6% (2015).

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

Objective (1) (Example)	Measurable Outcome(s) (2) (Example)	Evidence of Improvement or Progress (3) (Example)	Target Date for Completion (4) (Example)	Responsible Entity (5) (Example)
Objective # 1.1: All reading/language arts teachers, grades 9-13, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	11.2012 05.2013	School Principal Lead Partner
Objective # 5.1 Offer credit recovery options for students who are at risk to graduate	5.1.1 Monthly / annual On-Track rates for all grade levels (students are on-track if they have accumulated enough of the right credits) 4.1.2 Monthly / semester course pass rates	5.1.1 Increase student on track to graduate rate to 70.7% 5.1.1 68.5% of all students passing all courses	June 2013 June 2013	Principal / Lead Partner / OSI
Objective # 5.2 Integrate a college going focus into the school culture	5.2.1 FAFSA completion, college application, and college enrollment rates	5.2 Increase college enrollment rates by 556.3%	June 2013	Principal / Lead Partner / OSI
Objective # 5.3 Provide accelerated learning opportunities for students	5.3.1 Increase AP enrollment and success rates 5.3.2 Increase Dual Credit enrollment rate and college credit accumulation 5.3.3 Increase Advanced Math Course offerings and enrollment rate	5.3 Increase AP enrollment rate to 15.7% 5.3 Establish (expand?) dual enrollment program; enroll first cohort of students 5.3 Increase Advance Math course offering and enrollment by 5%	June 2013 June 2013 June 2013	Principal / Lead Partner / OSI

LEA Proposed Activities

General

- Transitions
- Pre-Implementation
- Monitoring

True genius resides in the
capacity for evaluation of
uncertain, hazardous, and
conflicting information.

Winston Churchill

been able to provide instructional programs that continue to remain vertically aligned and rigorous at every grade level. This will consummate at the highest level in our current applicant schools should a SIG award be made.

Section II / A.8 The Chicago Public Schools recognize the importance of a successful freshman year to the long-term success of our students with regard to graduation and college/career success. The *Consortium on Chicago Public School Research* has independently been studying the Chicago Public Schools for nearly thirty years, and entailed in their studies is a review of factors leading to successful graduation. The most compelling data reveal that a successful freshman year is critical, including: more than 95 percent of students with a B average or better in their freshman year graduate; freshmen who earn a B average or better have an eighty-percent (80%) chance of finishing high school with at least a 3.0 GPA; freshmen with less than a C average are more likely to drop out than graduate; nearly ninety-percent (90%) of freshmen who miss less than a week of school per semester graduate, regardless of their 8th grade test scores; and on average, freshmen who miss more than two weeks of school flunked at least two classes—no matter whether they arrive at high school with top test scores or below-average scores. These statistics have led the district to a number of policy and programmatic changes. OSI supported schools, through SIG, will design and fund **summer bridge programs** designed to ensure a successful freshmen year:

- **Summer Bridge Programs:** OSI Schools through SIG are establishing Freshmen Jump Start, a Freshmen Bridge summer programs to facilitate academic and enrichment opportunities for incoming 9th grade students. This four-week summer program will prepare students for the expectations of high school. Funding for this program will be provided by SIG and Lead Partners will be working with the school to design and manage this program along with bringing a high level of rigor and focus. The program will be designed to accelerate student learning, connect with school personnel, and to ease their transition to the high school environment. Groups of 80 students will be placed with interdisciplinary teams of teachers that will work with freshmen to develop common solutions to attendance, student management, and a primary emphasis on learning. Teachers and counselors will meet on a weekly basis to discuss students, strategize about interventions and refer students to the necessary supports students will enter at the start of the academic year.
- **Extended Day & In-School Freshmen Academies:** OSI schools will have a variety of in-school support structures to support a successful freshmen year, among those will be intensive Extended School Freshmen Academies. Freshmen Academies will serve as an additional transition and support program for incoming 9th graders during the school year. Schools participating in this grant application had the requirement from OSI to put in place a support program based on their needs, and several schools designed programs with their Lead Partner ranging from Saturday Freshmen

Academies to Extended School Day Freshmen Success Academies. OSI schools are also organizing a Freshman Academy Model for the school day where student cohorts are placed with common teacher teams, allowing collaboration and planning around the needs of student groups during their freshman year. All schools will have intensive in-school Tier II/III academic support structures for freshmen.

- **Early Warning Systems:** All schools under OSI, regardless of Lead Partner, will have in place a defined Early Warning System including a student support structure to route students to Tier II/III support structures at the first sign issues arise placing the student at-risk of academic failure. Before the school year begins, schools identify incoming freshmen as high-risk for failure, based on several critical factors (attendance, grades, ISAT, behavior and detailed observations during the Summer Bridge Program). Those students are placed on a Close Watch List or immediately in Tier II/III interventions to start the academic year. During the year, Freshmen on Track (FOT) systems are put in place at all OSI schools to identify, track, and assist freshmen in danger of falling behind. During the academic year teams of administrators, teachers, and other key stakeholders participate in weekly reviews of individual student data, leading to a quick transitions of students to a range of Tier II/III supports designed to ensure academic success. We do not wait for a student to fail, but develop individualized Student Success Plans for students who show signs of potential failure. Those supports include direct academic and/or social/emotional supports necessary to meet individual student needs.
- **Tier II and Tier III Support Systems:** The Office of School Improvement and each of our Lead Partners have developed a portfolio of Tier II and Tier III supports for students identified through the Early Warning Systems. The median average reading level of incoming freshmen is the fifth (5th) grade, so students in OSI schools are placed in mandatory Tier II or Tier III Reading Intervention Programs designed for each school by their Lead Partner designed specifically to dramatically raise the literacy skills of freshmen. All core classes for 9th graders are focused on reading strategies, organization skills, and writing skills. We will be following a curriculum mastery approach in OSI schools, and students who demonstrate a lack of mastery over curriculum materials may be placed in a variety of Tier II Academic Success Program opportunities for remediation through in-school and extended school programs. Students will receive credit for all “second chance” assignments that show curriculum mastery. Our programs are all designed to ensure student success, but despite all of our programs designed to eliminate course failure there will be students who do fail courses. The OSI portfolio or Credit Recovery programming is designed to ensure those students are placed in a mandatory Before/After School, Saturday School, or Evening School option to make-up any necessary missed credits immediately. This highly interactive differentiated learning environment accommodates individual student needs with a low student-to-teacher ratio and technology supports, also offering credit recovery courses during the regular day. Each school also will have additional remediation programming, such as academic mentoring and before/after school tutoring. Tier II/III academic supports are not the answer to every freshman need, so social and emotional supports are also in place at each school. Most of our students’ personal situations are influenced by a challenging community environment due to socioeconomic conditions. Social/Emotional Supports range from intensive supports from group counseling to individual social work services.
- **Co-Curricular & Extra-Curricular Programming:** We believe that students engaged in co-curricular and extra-curricular activities are more likely to develop strong, positive connections. All OSI schools have designed well rounded before and after school programming specifically for freshman and will encourage active participation as a Tier II strategy for at-risk students.

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

funded summer school, Career and Technical Education Programs; the Leadership Innovation for Today (LIFT) Grant; the Illinois Truants' Alternative and Optional Education Professional Development Project (TAOEP) grant; Transition to Teaching grant; and the 21st Century Grant. In addition, the district is funding several key positions, including three instructional coaches and the assessment coordinator through district funds. Although the parent engagement coordinator is funded through the SIG, the district is supplying the budget for supplies, materials, and equipment. In several places, the district is matching existing funds to fully implement SIG. For example, funds for teacher and leader participation in conferences are being matched with district dollars. Title IIA is supporting student travel and field trips related to curriculum and enrichment activities. The transition week for incoming freshmen will be funded through the Small Learning Communities grant.

The district is aggressively pursuing additional financial support through grants, including writing a \$350,000 counseling grant to expand counseling services and working collaboratively on a community grant for the Promises Neighborhood grant. The district has received conditional approval of the State's Race to the Top Grant, which will provide support for high school reform. In addition, the Special Education Department will provide financial support for the hiring of the special education consultant who will work exclusively at the high school.

Preimplementation. All preimplementation activities align with school needs and have full support from the district and lead partner, as outlined in greater detail in the timeline in Appendix 11.

Preimplementation activities include district support for the following: all recruiting and hiring processes; instructional planning, including curriculum alignment to CCSS, development of benchmark assessments, expanded enrichment offerings, and design of the Jump Start program; training for and development of PLC structure; creation of Parent Engagement plan; implementation of PBIS and Early Warning tools; and establishing the SLT. These activities have been budgeted for in the grant or through other district funds. With the assistance of the lead partner, the district will identify and communicate all district and school policy changes, determine monitoring mechanisms, and plan for the implementation of a new,

rigorous, and transparent teacher evaluation system in 2012–13 school year. An Office of Transformation will also be created at the district level upon notification of the award.

Monitoring. As the lead partner, AIR will assist the district and school team in monitoring progress. See the Lead Partner Scope of Work (appendix E) for a full description of all the activities. AIR will assist the SLT to implement monthly meetings of the key communicators, including the District Executive Cabinet, the Office of Transformation and the lead partner representative, all of whom participated in the initial design of the plan. These meetings will monitor the implementation of established benchmarks. Data shared at these review meetings will also include the 18 metrics required for tracking by the school improvement grant guidelines, results of teacher, parent, and student surveys, progress toward long-term implementation goals, and a discussion of challenges faced in the implementation process. The objective of these meetings is to make public and transparent the transformation efforts and progress of the school and to advise school and district leadership and the lead partner on revisions of timelines, plans, or addressing unforeseen aspects of the improvement process.

The AIR coach, transformation officer, and SLT will meet weekly to review implementation activities and relevant progress indicators. In addition, instructional coaches will use the AIR Coaching Tracking Tool to log data regarding coaching activities, which will be monitored by the on-site lead partner and be available for review and synthesized as part of the weekly log.

An online Performance Management support tool will also be used to implement, manage, and monitor this SIG initiative. This tool will provide timely and actionable information to teachers, administrators, and other school or district staff so that strategic decisions on the reform can be made related to time, effort, and resources. Short-term data indicators will be identified for each of the initiatives and linked to the 18 leading and lagging indicators of improvement.

As stated previously, quarterly presentations to the Board and teachers union will provide status updates on progress.

Appendix D: Leading Indicators

Leading Indicator Benchmarks and Annual Goals

Leading Indicator	Measure	Baseline 2011-2012 unless noted	Year 1 Target 2012-2013	Year 2 Target 2013-2014	Year 3 Target 2014-2015
Number of Minutes in the School Year	Calculations based on calendar and school schedule	63,360 minutes	68,640 *District will continue to study options for Extended year/time during years 2 and 3	68,640	68,640
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup.	State reported data on assessment participation based on Spring 2011 scores	All- 97.9 Black -97.8% Eco.Disadvantage-97.8 Sp.Ed-98.6	100% 100% 100% 100%	100% 100% 100% 100%	100% 100% 100% 100%
Drop Out Rate	State Report Card Data	7.6	5%	3%	1.2%
Student Attendance Rate	Average Daily Attendance	86%	90%	93%	95%
Number/Percent of Students Completing Advance Coursework (AP/IB, dual enrollment)	Currently, only 1 AP class is offered/Goal is to offer at least 1 AP class in each core area	1	5%	15%	20%
Discipline Incidents	Based on 2010-2011 data (concern about accuracy of data because of a new	3,254	5,000 *we anticipate this number to increase as we implement a more rigorous and	< 3,000	<1500

Leading Indicator	Measure	Baseline 2011-2012 unless noted	Year 1 Target 2012-2013	Year 2 Target 2013-2014	Year 3 Target 2014-2015
	student data management system		documented PBIS system		
Truants	Report Card Data	53.6% yearly	<20% each semester	<15% each semester	<10% each semester
Distribution of Teachers by Performance Level	A new teacher evaluation tool will be piloted during the next school year with the union.	E--14 P-69 NI-3	The District will negotiate a new more rigorous evaluation tool. Increased observations may increase the number of teachers receiving unsatisfactory and needs improvement ratings	Once the new teacher evaluation system is implemented, goals for years 2 and 3 will be determined	
Teacher Attendance Rate	Total Actual days of teacher attendance/p possible total days of teacher attendance x 100	88%	94% 0% teachers below 90%	96% 0% teachers below 90%	98% 0% teachers below 90%

Appendix J: Timeline

Timeline of Implementation Activities

Pre-implementation Activities		Activity	Timeline	D	S	L
Goal/Objective/Strategy	Activity					
1.1.2/2.1.2	Create and fully implement curriculum maps for all mathematics and English language arts courses	June-August 2014	✓	✓	✓	
2.1.2	Create curriculum maps for Algebra I course	June-August 2012		✓	✓	
1.1.5/2.1.5	Identify benchmark assessments and design common unit assessments for each course.	July-December 2012		✓	✓	
1.3.4/2.3.4	Plan and create structure for professional learning communities	June-August 2012	✓	✓	✓	
3.1.1	Develop plan to promote positive relationships & student-school connectivity by expanding enrichment activity offerings	August 2012-June 2013	✓	✓		
3.1.2	Develop plan and calendar for PD and other activities focused on team building, positive collegial relationships and boosting morale	July 2012 - August 2012		✓		
3.1.3	Hire a highly capable Parent Coordinator to help plan, lead and/or facilitate ESL/SHS' school-family partnership and family engagement initiatives	July 2012 - August 2012	✓	✓		
3.1.4	Develop a comprehensive school-family engagement plan	July 2012 - August 2012	✓	✓		
3.2.1	Establish a Student Support Team to address attendance and truancy, behavior, and dropout prevention inclusive of at least two administrators, PBIS Coach, Parent Coordinator, counselors, social workers, attendance clerks, truancy officers, and faculty and student representatives.	July 2012 - August 2012		✓		
3.2.2	Develop an effective truancy-focused school-home	July 2012 - August 2012		✓		

partnership plan								
3.3.1	Revisit, revise, disseminate and promote the PBIS plan		July 2012 - August 2012	✓			✓	
3.3.2	Develop targeted PBIS PD plan/calendar		July 2012 – August 2012	✓			✓	
3.3.3	Create Early Warning System (EWS) to identify students struggling academically, socially and potential dropouts		July 2012 - August 2012				✓	✓
3.4.1	Design Jump Start program to include reading and math focused lessons, goal setting, and peer mentoring.		July-August 2012				✓	
Implementation Activities – year 1								
Goal/Objective/Strategy	Activity		Timeline	D	S	L		
1.1.1/2.1.1	Create PD plan that includes:		July 2012 – August 2012					
1.2.1/2.2.1	- training for CCSS			✓	✓			
1.3.5/2.3.5	- Danielson's framework for teaching							
3.1.1	- Focused Instruction Protocol							
	- Team building							
1.1.3/2.1.3	Adopt/Adapt templates for scope & sequence, curriculum maps, unit plans, and lesson plans.		September 2012-June 2013	✓			✓	
1.1.4/2.1.4	Incorporate rigorous and relevant learning objectives, learning opportunities, and activities.		August-October 2012				✓	
1.2.1/2.2.1	Utilize Danielson's framework for teaching as a guide for common instructional practice.		Ongoing after September 2012				✓	
1.2.1/2.2.1	Teachers create personal growth plans that include elements of effective teaching		September 2012				✓	
1.2.2/2.2.2	Participate in ongoing professional learning activities to incorporate research-based instructional practices.		Ongoing after January 2013				✓	
1.2.3/2.2.3	Provide all teachers with a variety of instructional coaching supports and activities.		September 2012-January 2013				✓	
1.2.4/2.1.4	Use data during common planning time to develop, review and revise instructional plans and strategies.		July-September 2012				✓	
1.2.4/2.1.4	Implement lessons utilizing new templates		Ongoing after October 2012				✓	

1.3.1/2.3.1	Administer benchmark and common unit assessments.	Regularly after September 2012 (according to assessment calendar)	✓	✓	✓
1.3.2/2.3.2	Create item alignment guides for common unit assessments	September 2012-May 2013		✓	✓
1.3.3/2.3.3	Create standards mastery tracking tools for each class.	January – April 2013		✓	✓
1.3.4/2.3.4	Implement professional learning communities building-wide	Ongoing after September 2012		✓	✓
1.3.5/2.3.5	Implement the Focused Instruction Process in 9th grade.	Ongoing after January 2013		✓	
1.4.1/2.4.1	Identify intervention programs and strategies for tiered levels of intensity.	January - June 2013		✓	
2.1.2	Develop geometry and algebra II curriculum	November 2012-June 2013		✓	✓
3.1.1	Implement plan to promote positive relationships & student-school connectivity by expanding enrichment activity offerings inclusive identification and strategizing with potential community-based partners	August 2013-June 2014	✓	✓	
3.1.3	Implement a comprehensive school-family engagement plan	August 2012-June 2013	✓	✓	
3.2.2	Implement an effective truancy-focused school-home partnership plan.	August 2012-June 2013	✓	✓	
3.3.1	Implement revised PBIS plan via utilization of EWS data reports	August 2012-June 2013		✓	
3.3.2	Provide targeted, data-driven PD on effective classroom management practices congruent with the PBIS model	August 2012-June 2013	✓	✓	
3.3.3	Implement and utilize Early Warning System (EWS) to identify students struggling academically, socially and potential dropouts	August 2012-June 2013		✓	✓
3.4.1	Design and implement Jump Start program to include reading and math focused lessons, goal setting, and peer mentoring.	August 2012	✓	✓	
3.4.2	Create 9th grade transition organizational structure to	September 2012		✓	

	build relationships and improve persistence to graduation			
Implementation Activities – Year 2				
Goal/Objective/Strategy	Activity	Timeline	D	S L
1.3.3/2.3.3	Implement student mastery tracking tool	Ongoing after September 2013	✓	✓
1.3.6/2.3.6	Use PLC and planning time to analyze achievement data		✓	✓
1.4.2/2.4.2	Develop systematic academic intervention plan	July –December 2013	✓	
1.4.2/2.4.2	Implement systematic academic intervention plan	Ongoing after January 2014	✓	
1.4.3/2.4.3	Administer universal screening tool to identify students at risk for poor learning outcomes.	December 2013	✓	
1.4.4/2.4.4	Monitor student progress and responsiveness to interventions on a regular and ongoing basis.	January-May 2014	✓	
2.1.2	Implement new geometry and algebra II curriculum	Ongoing after August 2013	✓	✓
3.2.3	Develop and implement parent orientation program	September 2013		
3.3.1	Revisit and revise all culture and climate-related initiatives based upon data trends, emerging needs and stakeholder input	June 2013-August 2014	✓	✓
3.3.2				
3.3.3				
Implementation Activities – Year 3				
Objective	Activity	Timeline	D	S L
1.2.5/2.2.5	Develop a plan to increase the use of technology in English language arts/mathematics courses	August 2014-May 2015	✓	
Monitoring Activities				
Goal/Objective/Strategy	Activity	Timeline	D	S L
1.1.1/2.1.1	Monitor implementation of PD calendar through agendas and sign-in sheets, evaluate effectiveness of PD calendar through teacher feedback survey and alignment with SIG priorities	Each semester	✓	✓

1.1.2	Monitor and evaluate implementation of English language arts courses curriculum through classroom observations and data analysis within PLC	Quarterly after August 2013	✓	✓	
1.1.3/2.1.3	Monitor and evaluate scope & sequence, curriculum maps, unit plans, and lesson plans through administrative walk-throughs and data analysis within PLCs.	Quarterly after August 2013	✓	✓	
1.1.4/2.1.4	Monitor and evaluate implementation of learning objectives, learning opportunities, and activities through administrative walk-throughs and data analysis within PLCs.	Quarterly after December 2013	✓	✓	
1.1.5/2.1.5	Monitor and evaluate benchmark assessments and common unit assessments through data analysis within PLCs.	Every other month after September 2012	✓	✓	
2.1.2	Monitor and evaluate implementation of mathematics courses curriculum through classroom observations and data analysis within PLC	Quarterly after August 2013	✓	✓	
1.2.1/2.2.1	Monitor and evaluate progress on personal growth plan goals during monthly meeting with instructional coaches and/or administrators.	Monthly after October 2012	✓	✓	
1.2.2	Monitor and evaluate implementation of research-based instructional PD through classroom observation and review of related materials within PLCs.	Quarterly	✓	✓	✓
1.2.3/2.2.3	Monitor and evaluate instruction coaching through review of coaching materials, calendars, and notes and teacher feedback	Monthly	✓	✓	✓
1.2.4/2.1.4	Monitor the implementation of lessons utilizing new templates through administrative walkthroughs	Ongoing after October 2012	✓	✓	✓
1.2.5/2.2.5	Monitor plan to increase the use of technology in English language arts/mathematics courses through monthly progress report	Monthly, August 2014-May 2015	✓	✓	
1.3.1/2.3.1	Monitor and evaluate benchmark and common assessments through results of PLC data analysis	Quarterly	✓	✓	✓
1.3.2/2.3.2	Monitor and evaluate item alignment guides for common	Each semester after	✓	✓	✓

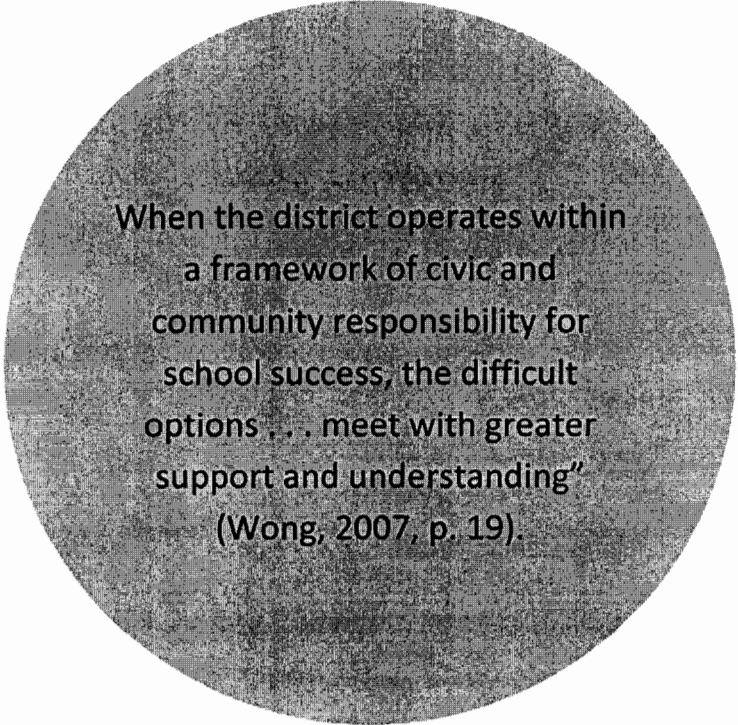
	unit assessments through quarterly benchmark assessments results	September 2013			
1.3.3/2.3.3	Monitor and evaluate Student mastery tool by decrease in the percentage of students meeting criteria for intervention services	After September 2013	✓	✓	✓
1.3.4/2.3.4	Monitor implementation of PLCs through review of meeting agendas, notes, and sign-in sheets.	Quarterly	✓	✓	
1.3.5/2.3.5	Monitor and evaluate the Focused Instruction Process through quarterly benchmark assessment results	After February 2013	✓	✓	✓
1.3.6/2.3.6	Monitor and evaluate PLC analysis of student data through twice yearly PLC survey results	After September 2013	✓	✓	✓
1.4.1/2.4.1	Monitor and evaluate selection of intervention program and strategies through monthly progress reports	October 2012-May 2013	✓	✓	✓
1.4.2/2.4.2	Monitor and evaluate systematic academic intervention plan through monthly intervention reports	Monthly after February 2014	✓	✓	✓
1.4.3/2.4.3	Monitor universal screening tool	After January 2014	✓	✓	✓
1.4.4	Evaluate student progress monitoring through random sampling quarterly of student progress monitoring notebooks.	After March 2014	✓	✓	
3.1.1	Monitor and evaluate implementation of plan to promote positive relationships & student-school connectivity by expanding enrichment activity offerings	August 2012-ongoing	✓	✓	✓
3.1.2	Evaluate PD and other activities focused on team building, positive collegial relationships and boosting morale	August 2012-ongoing		✓	✓
3.1.3	Monitor and evaluate implementation of comprehensive school-family engagement plan through review of SST agendas, notes, and sign-ins. Annual review of related data	Quarterly, after October 2012	✓	✓	
3.1.4	Monitor and evaluate implementation of comprehensive school-family engagement plan	August 2012-ongoing	✓	✓	
3.2.1	Monitor and evaluate implementation of culture and climate-related initiatives through monthly review of discipline data such as discipline referrals, suspensions,	Quarterly, after October 2012	✓	✓	

	truancy, and Climate and Culture twice yearly survey results				
3.2.2	Monitor and evaluate the truancy-focused school-home partnership plan.	August 2012-ongoing	✓	✓	
3.2.3	Monitor and evaluate parent orientation program through Climate and Culture Parent survey administered twice yearly	After December 2012 quarterly	✓	✓	
3.3.1	Monitor and evaluate revised PBIS plan via utilization of EWS data reports	August 2012-ongoing	✓	✓	
3.3.2	Evaluate targeted, data-driven PD on effective classroom management practices congruent with the PBIS model.	August 2012-ongoing	✓	✓	
3.3.3	Monitor the timeliness, quality and utilization of Early Warning System (EWS) data	August 2012-ongoing	✓	✓	✓
3.4.1	Monitor and evaluate Jump Start program utilizing Early Warning System data	September 2012	✓	✓	
3.4.2	Monitor and evaluate implementation of 9th grade transition organizational structure utilizing Early Warning System and Climate and Culture student survey results	September 2012	✓	✓	

LEA Level of Commitment

General

- Stakeholder Consultation
- Community Engagement



When the district operates within a framework of civic and community responsibility for school success, the difficult options . . . meet with greater support and understanding”
(Wong, 2007, p. 19).

Section III: Level of Commitment

A. Stakeholder Consultation

The District has been aggressive in communicating to stakeholders the need for the SIG funds to support the transformation of ESLSHS. In a short time frame, the new district administration began to meet with a community leaders group held by ADI to present the district’s plan and need to transform the high school through the SIG application. This meeting was followed by meetings with the districtwide Lead Parent Organization, the high school PTSA (which included parents and students), the high school staff, and an impromptu interview on Channel 5. The district also released a press release stating the district’s intent to apply for this grant.

A team of 44 members of the different stakeholder groups, including the Board, the teachers union, administration, staff, community, and ROE representatives, met to conduct a comprehensive needs assessment and deep review of data during the SIG team meetings. There were multiple opportunities for all stakeholders to participate in the needs assessment and strategy planning. The Stakeholder Consultation Signature Forms are included in the needs assessment.

B. Level of Commitment

Letters of support for the SIG application are contained in Appendix 12 of this application. The letters of support address the five most dramatic changes, including the hiring of a principal with the capacity to transform a school; increased instructional time; targeted and sustained professional development for teachers; a rigorous evaluation system for teachers, including a student growth component; and systemic change to include community engagement at a high level. Representatives of each constituent group are included.

C. Community Engagement

The district's plan for community outreach is researched based and includes frequent and regular meetings to engage the community and include them in monitoring the progress of the transformation process. The community will be a partner in the transformation process as key metrics of success are identified and communicated via regular meetings and through the media. In addition, school performance and school improvement plans will be discussed to get parental and community input. Teachers, parents, and students will be surveyed to assess the impact of reform, the success of engagement opportunities, and overall satisfaction on an annual basis.

To connect with hard-to-reach families, a parent engagement coordinator will make home visits to ensure that parents are well informed about their child's progress and the opportunities available for academic acceleration and postsecondary education. Parents who lack education themselves often do not understand the concept of acquiring credits to graduate, the importance of grades and test scores for college acceptance, or their child's ability to receive financial aid for education. The parent engagement coordinator will make home visits to educate parents, and just as a student has a 4-year plan, parents will receive a 4-year plan for monitoring their child's success.

The parent engagement coordinator will prepare a new family orientation to welcome them to the school and to ensure they understand the opportunities and responsibilities of being part of a school in transformation. These orientations may be done in small group meetings or by home visits.

Although many homes in East St. Louis do not have computers, almost all have cell phones. The district's student information system, Skyward, has the ability to send texts. One of the parent engagement coordinator's first tasks will be to develop a master list of parent cell phone numbers so that they can receive communication through a method that is familiar, efficient and comfortable to them. This can be used to administer quick surveys, to announce important dates, and for individual communications about students. Parents also can gain immediate access to their child's grades, attendance, and discipline data through a parent portal.

The parent engagement coordinator will also facilitate the Parent University, which will provide regular opportunities for parents to access supports such as technology training, general equivalency diploma courses, and parent support groups. ESLSHS will approach local colleges and universities to partner in creating family engagement opportunities and creating Parent University courses. The majority of students in East St. Louis are native English speakers. However, there is support for the few students whose first language is Spanish to communicate with their parents in their native language.

Section IV: Timeline and Budget

A. Budget – Complete attachments 5 and 6 A–C.

The required attachments are included in this request for funding packet.

B. Timeline – Additional timeline information appears in Appendix 11.

Year 1: Pre-Implementation (approximately July 1, 2012, to August 15, 2012)

District Level

- With the assistance of the lead partner, identify/enact and communicate needed policy/procedural changes, including the following:
 - District and school policy changes
 - Scheduling adjustments (extended learning day and PLCs)
 - Benchmark assessment plan
 - EWS
 - Monitoring indicators
 - Transformation Office
- Direct and support hiring process
- Provide professional development opportunities for teachers

In Conjunction With Lead Partner and School

- Establish Curriculum, Instruction, and Assessment Plan
- Determine monitoring mechanisms
- Plan for teacher evaluation implementation

District Proposal (Final)

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by and between, East St. Louis School District No. 189 (District) and East St. Louis Federation of Teachers, Local 1220 (Union) in accordance with the provisions of the School Improvement Grant (SIG).

NOW, THEREFORE, in consideration of the terms and conditions contained herein, the District and the Union hereby agree as follows:


1. The District agrees to use the Transformation model for improvement of East St. Louis Senior High School. The District will not remove 50 percent of the East St. Louis High School teachers.
2. Teachers will be recalled in accordance with applicable law and the Collective Bargaining Agreement between the District and the Union.
3. Any East St. Louis Senior High School teacher who received an Unsatisfactory rating for the 2011-12 school year or the duration of the SIG will be reassigned to another position for which he or she is certified. Any East St. Louis Senior High School teacher who receives two (2) consecutive Needs Improvement rating beginning with the 2012-13 school year will be reassigned to another position for which he or she is certified.
4. The District and the Union agree to negotiate hiring incentives and incentives to retain teachers at East St. Louis Senior High School.
5. Homeroom period will be eliminated providing 30 minutes per day of increased instructional time within the current day. Also, student instructional time will be further increased by lengthening the school day for students by 30 minutes per day. Teachers will be compensated for this additional time lengthening the date in the amount of \$2,750 annually (payable in equal installments of \$1,375 at the end of each semester). The result of the addition of 60 minutes (30 minutes to lengthen the day and 30 minutes within the day) to the instructional day will increase each class period, including teacher planning periods, by 10 minutes.
6. Teachers shall participate in Professional Learning Communities (PLC), as developed by the District, during one planning period per week.
7. The Union agrees that professional development will be offered as necessary to support the student growth goals in the SIG application. Teachers will be paid for any required training outside of the Collective Bargaining Agreement between the District and the Union and the applicable rate of pay will be negotiated with the Union.
8. All provisions in this Memorandum of Understanding apply only to East St. Louis High School and not to any other school in the District.
9. All provisions in this Memorandum of Understanding shall only remain in effect if East St. Louis Senior High School is awarded the SIG from the Illinois State Board of Education and only for the duration of such SIG.


- 10. This Memorandum of Understanding is the full and complete agreement of the parties relative to the matters referenced herein, and may only be modified through the voluntary written agreement of the District and the Union.
- 11. This Memorandum of Understanding shall not become legally binding on the District Board of Education unless and until it is approved by the District Financial Oversight Panel.

Executed on this 10 day of May, 2012.

**EAST ST. LOUIS SCHOOL
DISTRICT NO. 189**

**EAST ST. LOUIS FEDERATION OF
TEACHERS, LOCAL 1220**

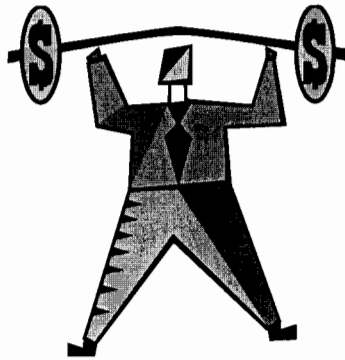
By: 
Arthur Culver
Superintendent

By: 
Sharon Crockett
President

LEA Timeline & Budget

General

- Budget
- Timeline
- Sustaining After Grant



Section III / B Letters of support for each school’s application are contained in the appendix of this application. Representatives of each constituent group are represented, including the CTU.

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

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

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

- Monthly Local School Council / Open Community Meetings to discuss school progress and challenges where parent and stakeholder will remain actively involved in implementing and monitoring the School Improvement Plan.
- Monthly School Improvement Progress Reports sent home to parents/guardians through the mail.
- Community Walks where the story is taken directly into the community through Saturday walks by school staff, once per quarter, where staff will “walk the community” going into homes/businesses and talk to patrons about the school’s improvement efforts.

Section IV: Timeline and Budget

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

Section IV / B The Office of School Improvement, through a defined Memorandum of Understanding, details accepted project planning procedures that must be utilized by all Lead Partners working in CPS. Our Lead

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

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

Initial Budget Amendment (No. _____) LEA Comprehensive Budget

Revised Initial Budget ARRA Regular

FISCAL YEAR: 13 SOURCE OF FUNDS: 13 REGION, COUNTY, DISTRICT, TYPE CODE: 15-016-299-025 SUBMISSION DATE: 05-11-2012

DISTRICT NAME AND NUMBER: Chicago Public Schools / District 299

CONTACT PERSON: Randal Josserrand

E-MAIL ADDRESS: rbjosserrand@cps.k12.il.us

TELEPHONE NUMBER (Include Area Code): 773-535-8685

FAX NUMBER (Include Area Code): 773-535-8096

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, 2012, or receipt of a substantially approvable budget request, whichever is later.

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

FY 2013 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536

LEA COMPREHENSIVE BUDGET - YEAR 1: IMPLEMENTATION
 (Includes LEA Budget and All Individual School Budgets)

ISBE USE ONLY		PROGRAM APPROVAL DATE AND INITIALS
TOTAL FUNDS		
CARRYOVER FUNDS		
CURRENT FUNDS		
BEGIN DATE		END DATE
		06/30/2013

FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY** (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT** (9)	TOTAL (11)
		(Obj, 100s)	(Obj, 200s)	(Obj, 300s)	(Obj, 400s)	(Obj, 500s)	(Obj, 600s)	(Obj, 700s)	
1	Instruction	1457463	222560	1339962	267525	761320			4048830
2	Attendance & Social Work Services	1073763	339492	959273					2372528
7	Improvement of Instruction Services	4262535	1058832	802593	50000	88545			6262505
8	Educational Media Services	508840	176440	88149	16270	14925			804624
9	Assessment & Testing			58000	18750				76750
10	General Administration (5% limit)								0
11	School Administration	78000	24740	250575					353315
13	Fiscal Services*								0
15	Operation & Maintenance of Plant Services	35400	15488	566					51454
16	Pupil Transportation Services			91000					91000
18	Internal Services*								0
19	Direction of Central Support Services	290000	84903	865916		7440			1248259
20	Planning, Research, Development & Evaluation Services								0
21	Information Services								0
22	Staff Services*	85920	3454	12320					101694
23	Data Processing Services*								0
24	Other Support Services								0
25	Community Services	287000	113915	23597					424512
26	Payments to Other Districts or Government Units			135000					135000
29	Total Direct Costs	8078921	2039824	4626951	352545	872230			15970471
30	TOTAL BUDGET								15970471

Note: All expenses denoted in budget summary as 2220 are actually 2120

* If expenditures are shown, the indirect costs rate cannot be used.
 ** Not applicable to all grants, and in no instances can Capital Outlay and Non-Capitalized Equipment or Facilities Acquisition & Construction Services be included in the indirect costs application.

Date: 5/16/12
 Original Signature of Superintendent/Authorized Official: [Signature]

Date: _____
 Original Signature of ISBE Division Administrator, Innovation and Improvement: _____

Initial Budget Amendment (No. _____) LEA Budget

Revised Initial Budget ARRA Regular Budget

FISCAL YEAR: 13
 SOURCE OF FUNDS: 15-016-299-025
 REGION, COUNTY, DISTRICT, TYPE CODE: 15-016-299-025

DISTRICT NAME AND NUMBER: Chicago Public Schools / District 299

CONTACT PERSON: Randel Josserrand
 TELEPHONE NUMBER (Include Area Code): 773-535-8685
 FAX NUMBER (Include Area Code): 773-535-8096

E-MAIL ADDRESS: rjosserrand@cps.k12.il.us

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

FY 2013 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
 Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536

LEA BUDGET - YEAR 1: IMPLEMENTATION

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at http://www.isbe.net/handbook/pdffiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, 2013, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY** (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT** (9) (Obj. 700s)	TOTAL (11)
1	Instruction								0
2	Attendance & Social Work Services	85000	26076	1658					112734
7	Improvement of Instruction Services	309000	82379	25247	10000	21900			448526
8	Educational Media Services								0
9	Assessment & Testing								0
10	General Administration (5% limit)								0
11	School Administration								0
13	Fiscal Services*								0
15	Operation & Maintenance of Plant Services								0
16	Pupil Transportation Services								0
18	Internal Services*								0
19	Direction of Central Support Services	290000	84903	65656		7440			447999
20	Planning, Research, Development & Evaluation Services								0
21	Information Services								0
22	Staff Services*	73920	3454						77374
23	Data Processing Services*								0
24	Other Support Services								0
25	Community Services								0
26	Payments to Other Districts or Government Units								0
28	Total Direct Costs	757920	196812	92561	10000	29340	0	0	1086633
30	TOTAL BUDGET								1086633

Note: All expenses denoted in budget summary as 2220 are actually 2120

* If expenditures are shown, the indirect costs rate cannot be used.
 ** Not applicable to all grants, and in no instances can Capital Outlay and Non-Capitalized Equipment or Facilities Acquisition & Construction Services be included in the indirect costs application.

Signature: *[Handwritten Signature]*
 Date: _____
 Original Signature of Superintendent/Authorized Official

Date: _____
 Original Signature of ISBE Division Administrator, Innovation and Improvement

FY 2013 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN - YEAR 1: IMPLEMENTATION

DISTRICT NAMES #	SOURCE OF FUNDS CODE
1709930	-13
REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #
15-016-299-025	1709930
DISTRICT NAME AND NUMBER	
Chicago Public Schools / District 299	

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, 2012, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY ** (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT ** (9) (Obj. 700s)	TOTAL (11)
2110	1.0 FTE - Student Development & Intervention Specialist (Coach) Ensure fidelity implementation across schools while conducting professional development with building level coaches, directors, and support personnel; coordinate and ensure fidelity of early warning and RTI support systems; coordinate and ensure fidelity of Tier I, Tier II, and Tier III interventions; and, coordinate and ensure fidelity of student management and attendance systems & supports. Salary @ \$85,000 annually Employee Pension @ 7% Federal Pension @ 10.625% Medicare @ 1.45% Hospitalization @ \$9,861 Unemployment @ 0.70% Workman's Comp @ 1.25%	85000	5950 9032 1233 9861	595 1063						
2210	1.0 FTE - Senior Teaching and Learning Specialist (Coach) - Teacher Ensure Fidelity of implementation of best practices across schools while conducting professional development with building level coaches and instructional leadership teams; coordinate and ensure fidelity of curriculum development projects; coordinate and ensure fidelity of short-cycle assessments; and, coordinate and ensure fidelity of instructional delivery and coaching supports. Salary @ \$105,000 annually Employee Pension @ 7% Federal Pension @ 11.1% Medicare @ 1.45% Hospitalization @ \$9,861 Unemployment @ 0.70% Workman's Comp @ 1.25%	105000	7350 11655 1523 9861	735 1313						

FY 2013 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN - YEAR 1: IMPLEMENTATION

DISTRICT NAME AND NUMBER Chicago Public Schools / District 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -13
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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY ** (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT ** (9) (Obj. 700s)	TOTAL (11)	
2210	<p>1.0 FTE -School Improvement Data Analyst Support to monitor external lead partners regarding their progress in meeting KPI's & Goals defined in MOU. Salary @ \$79,000 annually Employee Pension @ 7% Federal Pension @ 10.625% Medicare @ 1.45% Hospitalization @ \$9,861 Unemployment @ 0.70% Workman's Comp @ 1.25%</p> <p>1.0 FTE -Knowledge Management Specialist to ensure systems and best practices are captured and documented and more widely distributed across the district for utilization. Salary @ \$85,000 annually Employee Pension @ 7% Federal Pension @ 11.1% Medicare @ 1.45% Hospitalization @ \$9,861 Unemployment @ 0.70% Workman's Comp @ 1.25%</p> <p>Resources to capture and document best practices. Bark Design / Vendor Contract</p> <p>Resources for documenting and distribution of best practices across district. Printing & Copying expenses</p>	79000	5530 8394 1146 9861	553 988					10000	
		85000	5950 9435 1233 9861	595 1063					20000	

DISTRICT NAME AND NUMBER Chicago Public Schools / District 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -13
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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY ** (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT ** (9) (Obj. 700s)	TOTAL (11)
2210	Leadership Development Coach Support/Master Principal to develop internal personnel to assume leadership positions and ensure best practices are shared across the entire network of schools and develop clear career pathways for talented individuals who wish to advance into mid-tier or senior school-based leadership positions. 800 hours *\$50/hr = \$40,000 Medicare @ 1.45% = \$580	40000	580						
2610	Equipment to support Leadership development to develop internal personnel to assume leadership positions and ensure best practices are shared across the entire network of schools. 1 Safari Video Conference Equipment \$9,900 iPad 4 Tablet computers (20 @ \$600 each) 1.0 FTE - Director of Transformation Support Director to provide management support with the internal lead partner, along with senior consultative services to schools supported by OTS. coordinates all OTS activities in a portfolio of schools and acts as a senior advisor/coach to school leadership team. Salary @ \$105,000 annually Employee Pension @ 7% Federal Pension @ 10.625% Medicare @ 1.45% Hospitalization @ \$9,861 Unemployment @ 0.70% Workman's Comp @ 1.25%	105000	7350 11157 1523 9861	735 1313		9900 12000			

**FY 2013 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN - YEAR 1: IMPLEMENTATION**

DISTRICT NAME AND NUMBER Chicago Public Schools / District 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -13
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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY ** (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT ** (9) (Obj. 700s)	TOTAL (11)
2610	<p>1.0 FTE - Business Manager to manage the budget transactions for all schools receiving a SIG award and responsible for internal accounting and monitoring of budget expenditures by schools according to ISBE approved SIG Budgets. Salary @ \$110,000 annually Employee Pension @ 7% Federal Pension @ 10.625% Medicare @ 1.45% Hospitalization @ \$9,861 Unemployment @ 0.70% Workman's Comp @ 1.25%</p> <p>1.0 FTE School Improvement Project Manager - Provide support and monitor Lead Partners regarding progress in meeting goals/objectives and deliverables in MOU. This individual will also provide support for required ISBE reports, grant amendments and documentation. Salary @ \$75,000 annually Employee Pension @ 7% Federal Pension @ 10.625% Medicare @ 1.45% Hospitalization @ \$9,861 Unemployment @ 0.70% Workman's Comp @ 1.25%</p> <p>Strategic Management Operational Support for comprehensive Performance Management in Transformation High Schools with complex organizations in need of dramatic improvement. Contract (\$10,000 X 6 OTS Transformation Schools = \$60,000)</p> <p>Equipment for comprehensive performance management "6 Dell Latitude XT Laptop Computers (6 @ \$1,240 = \$7,440)</p>	110000	7700 11688 1595 9861	770 1375		7440			TOTAL (11)

FY 2013 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN - YEAR 1: IMPLEMENTATION

DISTRICT NAME AND NUMBER Chicago Public Schools / District 299	REGION, COUNTY, DISTRICT, TYPE CODE 15-016-299-025	DISTRICT NCES # 1709930	SOURCE OF FUNDS CODE -13
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Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, 2012, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY ** (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT ** (9) (Obj. 700s)	TOTAL (11)
2640	4 Part-time Misc. Employees to support staff recruitment, selection, staffing and on-boarding process for all personnel. Individuals will help with building career development plans with all OSI schools. (4 X 12wks X 40 hrs X \$20.00/hr = \$38,400 Medicare 1.45% = \$557 FICA = 6.2% = \$2,381 Extended Staff Time for school personnel to support after-hours hiring sessions 10 / 4hr group hiring sessions X 8 Schools X 3 Staff X \$37.00 = \$35,520.00 Medicare only @ 1.45% = \$516	38400	557 2381						
		35520	516						

LEA Appendix IV.B | Implementation Timeline

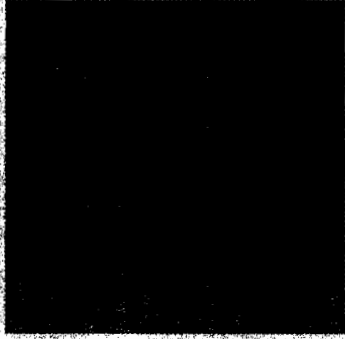
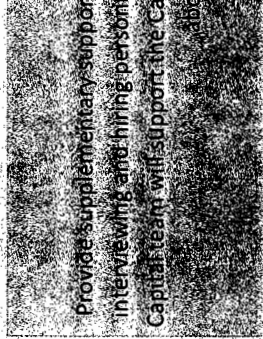
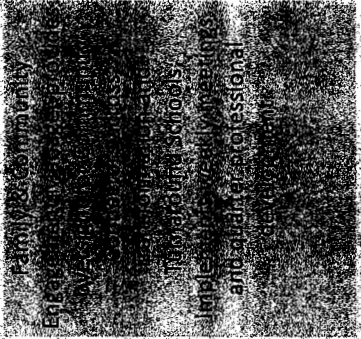
Appendix IV.B. 3 Year Implementation Timeline			
	Year 1 2012-13 School Year	Year 2 2013-14 School Year	Year 3 2014-15 School Year
Whole School Improvement FOCUS AREA	Pre-Implementation / Year 0 2012 Summer		
STRATEGIC MANAGEMENT	LEA (Office of School Improvement) announces awards to selected schools; Key leadership team members meet with each school's leadership team to finalize implementation plan	<p>LEA provides in-kind contribution through collaboration from the Office of School Improvement, including coordination of the School Improvement Officer, Director of Strategy & Execution and Director of Performance Management.</p>	
	OTS hires/trains School Improvement Data Analyst to support the OSI internal and external lead partners	<p>Data Analysts support the OSIs Director of Strategy & Implementation to monitor external lead partners regarding their progress and to lead quarterly compliance reviews, assist in the management of risk projects across all awarded schools.</p>	
	1.0 Senior Project Manager provides direct full time project management oversight and support for all School Improvement Project Plans. The Senior Project Manager will be responsible for managing school improvement efforts, including risk management at each school through a defined Project Management Organization (PMO) structure; individual works directly with school staff and coordinate the activities of all school-based project management support personnel		
	OSI hires/trains a Knowledge Management Specialist to work with all ISBE-selected Transformation schools. Individual will work with existing Turnaround Knowledge Management Specialist to lay framework for implementation	<p>OSI hires/trains a Knowledge Management Specialist to document all systems, best practices and interventions in a format that allows other schools to benefit from efforts of all Lead Partners working under the OSI. Materials and best practices will be "productized" and made accessible to schools following the 2 year development</p>	
OSI hires/trains 0.5 Administration Project Manager to support the monitoring of external lead partners regarding their progress in meeting the implementation plan goals and objectives	<p>Administration Project Manager will work with external lead partners and deliverables. Position will support external ISBE support group in monitoring and documentation, as well as coordinate the development of external lead partners together. Staff will integrate and external lead partners.</p>		

Appendix IV.B. 3 Year Implementation Timeline

	Year 1 2012-13 School Year	Year 2 2013-14 School Year	Year 3 2014-15 School Year
Pre-Implementation / Year 0 2012 Summer			

	Year 1 2012-13 School Year	Year 2 2013-14 School Year	Year 3 2014-15 School Year
Whole School Improvement FOCUS AREA			
<p>OST implements the OSI Strategic Management System which will support the comprehensive strategic management of each school.</p> <p>Summer – leadership teams across schools will be trained in the EasyRhythm software through support of an assigned coach</p> <p>Summer – LEA introduces School Leadership Teams to the Leadership Development program, outlining it's two components – developing Career Path Plans and aligning leaders and best practices across all schools under the LEA; extensive introductory training for school leadership teams for the including the use of books, workshops and activities; develop implementation plan with LEA and school leadership</p> <p>Hire/orient Leadership Development Coach/Master Principal</p>	<p>OST and OIS will work through the implementation plan and monitor progress through Easy Rhythm. Regular rhythm calls and site visits. Review sessions occur between the LEA and Lead Partner, between the LEA, Lead Partner, and School Leadership Team, and between the Principal and School Leadership Team. OIS will focus on general progress and provide KIS to the implementation plan, sit-down sessions will focus on their review of data and creating detailed action plans to address issues</p> <p>Per school – 12 Senior and mid-tier leadership staff provided support in development of skills necessary to support successful implementation; will meet 30 hours per year to discuss short and long range planning, student safety planning and management, curriculum planning, school planning, and system strategy management and communications. Departments will have a Transformation Strategy</p> <p>Implement leadership Development Academy activities. Coach participates in weekly video conferences and provides bi-weekly on-site assistance according to activities outlined above</p>	<p>LEA focus on solidifying leadership team toward self-training, ability to identify problems early and mitigate risks, finding solutions to problems, highly capable leaders, and growing the leadership team. OIS and OIS will focus on general progress and provide KIS to the implementation plan, sit-down sessions will focus on their review of data and creating detailed action plans to address issues</p> <p>Implement leadership Development Academy activities. Coach participates in weekly video conferences and provides bi-weekly on-site assistance according to activities outlined above</p>	<p>Implement leadership Development Academy activities. Coach participates in weekly video conferences and provides bi-weekly on-site assistance according to activities outlined above</p>
STRATEGIC MANAGEMENT			

Appendix IV.B. 3 Year Implementation Timeline

Whole School Improvement FOCUS AREA	Pre-Implementation / Year 0 2012 Summer	Year 1 2012-13 School Year	Year 2 2013-14 School Year	Year 3 2014-15 School Year
STRATEGIC MANAGEMENT	<p>Summer – LEA introduces School Leadership Teams to the Leadership Development program, outlining it's two components – developing Career Path Plans and aligning leaders and best practices across all schools under the LEA; Develop custom Career Path Plan framework with school leadership and LEA</p>	<p>Development Coach assists with initial conversations with Assistant Principals, Principal and Project Manager meet with individual staff members for first CPP discussions, develop personal plan, implement</p>		<p>Summer prior to year 3 – LEA and Principal use CPPs identify outstanding leaders who can be leveraged after grant period to continue high-level efforts. At start of year 3, Principal revisits CPP with staff members to discuss progress and adjust</p>
HUMAN CAPITAL/ OPERATIONAL SUPPORT	<p>Summer – advertise, recruit, interview, hire (in conjunction with principal) and staff all required positions. Processes managed by OSI HR, but decisions are made by the school. Human Capital team will support the Career Path Plan process, outlined above.</p>	<p>Train leadership staff on selection protocol, provide tools and resources to build capacity. Human Capital team will support the Career Path Plan process, outlined above.</p>	<p>Provide supplementary support in recruitment, identification, interviewing and hiring personnel to fill any vacancies. Human Capital team will support the Career Path Plan process, outlined above.</p>	
FAMILY & COMMUNITY ENGAGEMENT	<p>OSI's Family & Community Engagement Manager assists schools, in conjunction with Asset Based Community Development Corporation, to select and train a highly qualified Community Connector to serve as the liaison between the school and the community's breadth of resources</p>	<p>Family & Community Engagement Manager provides oversight for Community Connectors across Turnaround and Turnaround Schools; implements weekly meetings and quarter professional development</p>	<p>Family & Community Engagement Manager provides oversight for Community Connectors across Turnaround and Turnaround Schools; implements weekly meetings and quarter professional development</p>	

Appendix IV.B. 3 Year Implementation Timeline			
	Year 1 2012-13 School Year	Year 2 2013-14 School Year	Year 3 2014-15 School Year
Whole School Improvement FOCUS AREA	Pre-Implementation / Year 0 2012 Summer		
CLIMATE & CULTURE/ STUDENT DEVELOPMENT & INTERVENTION	OSI's Student Development Manager will orient new hires for selected Transformation awardees to this division by incorporating them into existing planned summer trainings and PD	Student Development Manager will provide best-practice support for schools in their various Culture/Climate interventions to ensure that efforts are aligned across LEA schools, while building capacity of new and existing staff. Each summer, staff from this division at Transformation schools will participate in training and PD with other LEA schools	
	TEACHING & LEARNING	OSI's Teaching & Learning Manager will orient new hires for selected Transformation awardees to this division by incorporating them into existing planned summer trainings and PD	Teaching & Learning Manager will provide best-practice support for schools in their various Culture/Climate interventions to ensure that efforts are aligned across LEA schools, while building capacity of new and existing staff. Each summer, staff from this division at Transformation schools will participate in training and PD with other LEA schools
	OSI hires/trains Senior Teaching & Learning Specialist in conjunction with Teaching & Learning Manager; Individual participates in summer PD and training activities; works closely with new and existing school Teaching and Learning personnel	Senior Teaching & Learning Specialist will provide best-practice support for schools in their various Culture/Climate interventions to ensure that efforts are aligned across LEA schools, while building capacity of new and existing staff. Each summer, staff from this division at Transformation schools will participate in training and PD with other LEA schools.	

LEA Appendix IV.C | Sustainability Plan

Chicago Public Schools | 15-016-299-025 | Sustainability Plan | Appendix IV.C.

Year 7
SY2016/17

Year 6
SY2015/16

Year 4
SY2014/15

WSIM

Dimension	Activity	Year 4 SY2014/15	Year 6 SY2015/16	Year 7 SY2016/17
Operational Flexibility	Governance	School is transitioned from OSI to general Network supports. This transition follows an established project plan, based on the identified Year 3 strengths and continued challenges identified in a Year 3 OSI Comprehensive School Evaluation.	The school is transitioned back to general Network supports. OSI will provide a Fidelity Evaluation Review at the end of each quarter, and provide the results to the Network Chief.	
Operational Flexibility	Budget	District will continue to provide enhancements to per-pupil funding.	District will continue to provide enhancements to per-pupil funding	
Human Capital	Building Leadership Capacity	Leadership team to continue with summer retreat for annual planning to set goals to continue dramatic school improvement, OSI to facilitate. New leadership team members offered progressive leadership roles.	Leadership team to continue independent of OSI with summer retreat for annual planning to set goals to continue dramatic school improvement. New leadership team members offered progressive leadership roles.	Leadership team to continue independent of OSI with summer retreat for annual planning to set goals to continue dramatic school improvement. New leadership team members offered progressive leadership roles.
Human Capital	Maintain High Quality Hiring Process	OSI to continue to serve executive recruiting role to identify high-quality, national candidate for any new positions or turn-over. AP of either SD&I or T&L to facilitate group hiring process based on best practices, documented process and protocols established by OSI.	School to adopt recruiting role to identify high-quality, national candidate for any new positions or turn-over. AP of either SD&I or T&L to facilitate group hiring process based on best practices, documented process and protocols established by OSI.	School to maintain candidate recruiting and evaluation processes to ensure high quality new hires placed within transformed school.
Human Capital	Professional Environment, supports, and incentives	School to continue to offer high-quality, job-embedded PD for staff based on best practices, knowledge management repository, and direct coaching provided by OSI and consultants. Leadership team to provide career growth options and incentives, per OSI.	School to continue to offer high-quality, job-embedded PD for staff based on best practices, knowledge management repository, and direct coaching provided by OSI and consultants. Leadership team to provide career growth options and incentives..	School to continue to offer high-quality, job-embedded PD for staff based on best practices, knowledge management repository, and direct coaching provided by OSI and consultants. Leadership team to provide career growth options and incentives.
Strategic Management and Monitoring	Risk Management	OSI leadership team to monitor, review, and react to ensure that all activities are on track and to elevate as necessary. School is transitioned back to general school Network support stucutures. OSI to train Network staff in protocols and systems so support can be maintained.	OSI will make two yearly "fidelity checks" to ensure systems are operating as defined. OSI will work with Network team to manage any issues that arise from the semi-annual review.	School fully in only Network supports. OSI completely disengaged.

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

School Overview and Rationale

Readiness

- Role of Lead Partner
- Staffing



model for ESLSHS. The closure and restart models are not feasible in a district that houses only one high school, which also limits the district's capacity to replace 50 percent of staff. Therefore, the transformation intervention model is the only realistic choice. See the local education agency narrative for fuller description.

The needs assessment showed there are several areas of weak or incomplete data collection at ESLSHS. Currently, benchmarking is not implemented with fidelity, leading to a lack of consistent data. In addition, the needs assessment found no current data on monitoring or evaluation of any programs being implemented. The new district administration is already taking steps to improve the collection of data in East St. Louis schools. Earlier this year, the district began implementing the student component of Skyward, a comprehensive software program. Training on all features of Skyward has not been completed across the district; however, as training continues and implementation grows, Skyward will be the hub for improved data collection and analysis. Another method for monitoring data collection and facilitating analysis and use of data will be weekly data meetings between the school leadership team, the Transformation Office, and on-site coordinator from the lead partner.

B. Role of Lead Partner

The lead partner, American Institutes for Research (AIR), will take an interactive, collaborative role in the transformation of ESLSHS. AIR has been involved with the design of the ESLSHS Transformation Plan by facilitating meetings to create a design and planning team consisting of members of the district and school community. AIR has facilitated meetings with school, district, and teacher union representatives to outline plan priorities and policy needs. AIR has demonstrated its commitment to the students of ESLSHS by providing support in all aspects of the Transformation Plan.

- **Principal Selection:** AIR staff will be part of the interview team for the new principal position at ESLSHS and will advise the selection committee on the skills and abilities needed for leading high school transformation.

- **Strategy Design:** AIR has contributed to the initial strategy design of this plan and will continue to work collaboratively with district and school personnel over the coming months. AIR staff members will continue teaming with the District Transformation Officer to identify key indicators of success for each aspect of the Transformation Plan as well as monitoring and adjusting the implementation plans based on these indicators.
- **Content Expertise and Facilitation:** AIR will provide relevant content expertise, training, and facilitation in creation of performance management systems, assistance with school climate and culture, community engagement, extended-time programming, assessment and testing, compensation system reform, and curricular planning. The specific details of this support can be found in the relevant Proposed Activities sections of this plan.

AIR will employ a full-time staff member who will be on-site daily and housed at the school.

This staff member will provide the following substantial responsibilities for the ESLSHS Transformation Plan as described in the job description in Appendix B:

- Serve on the school leadership team and facilitate SIG-related meetings and agenda items.
- Work collaboratively with the principal to provide support, training, and guidance for the instructional coaches.
- Monitor and coordinate the work of the professional learning communities.
- Coordinate the tracking of the required 18 metrics as well as specific indicators of implementation progress.
- Work with the district's Office of Transformation on coordinating the services of support vendors, including content experts from AIR.

In addition to a dedicated consultant on-site daily, AIR will support and monitor the implementation of the SIG requirements and transformation plan guiding the on-site staff, with lead partner biweekly site visitation by a senior leadership coach and weekly school communication. This is

50-082-1890-22
East St. Louis School District
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one aspect of AIR's commitment to improving student achievement and full implementation of the school transformation plan. The lead partner will meet monthly with the Transformation Officer to monitor implementation progress, benchmark assessments, and goals for student achievement. This regular and frequent collaboration will enable the lead partner and the district to hold each other accountable for the transformation plan success. As part of this shared accountability, AIR will participate with the school and district in any sanctions or additional requirements in the event that outcomes are not met. For example, if the school/district is required to do more reporting, reduce funding, or implement specific requirements, then AIR will fully support the district and school as Lead Partner. AIR supports the district's authority to select a new lead partner should school-level outcomes not be met or not be adequately accounted for in the monitoring process.

C. Staffing

Table 1 below outlines the staffing for the ESLHSH Transformation Plan and includes roles, time devoted to intervention, and supervisory responsibility. Appropriate post-ready job descriptions including responsibilities for new staff members and an organizational chart are included Appendix B.

Table 1. ESLHSH Transformation Staffing Chart

Position/Title	Classification	Time Dedicated to Oversight	Name of Staff Member	Name of Responsible Supervisor
Principal	Administrator	12 months annually	To be decided (TBD)	Executive Director of Curriculum
On-Site Coordinator	Coordinator	12 months annually	TBD	Lead Partner
4 Instructional Coaches	Teacher	10 months	TBD	Principal
Positive Behavioral Interventions and Supports (PBIS) Coach	Teacher	10 months	TBD	Principal
Parent Engagement Coordinator	Certified Teacher	10 months	TBD	Principal
Read 180	Teacher	10 months	TBD	Curriculum Assistant Principal

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Position/Title	Classification	Time Dedicated to Oversight	Name of Staff Member	Name of Responsible Supervisor
5 Assistant Principals	Administrators	12 months	2 filled positions, 3 vacant positions	Principal
4 Counselors	Teachers	10 months	TBD	Assistant Principals
2 Librarians	Teachers	10 months	TBD	Assistant Principal for Curriculum
Department Chairs	Teachers	10 months	TBD	Assistant Principal for Curriculum

The Transformation Officer (TBD) coordinates the monitoring and evaluation of this initiative.

The principal and the School Leadership Team will work collaboratively to implement, monitor, and evaluate the SIG initiatives. Members of the SLT are the principal, on-site coordinator, assistant principals, lead counselor, PBIS coordinator, Parent Engagement coordinator, instructional coaches, and department chairs. The principal will meet weekly with the SLT to define roles, time commitments and resources necessary to implement the plan. This SLT will support the principal in creating the “new normal” culture of success necessary to transform ESLSHS. All SLT members will understand the reporting structure and accountability for specific job responsibilities. The principal will ensure new staff members understand their organizational roles and responsibilities. Ongoing monitoring of the grant will be conducted by the principal, with support from the on-site coordinator in weekly collaboration with teachers, department chairs, instructional coaches, the PBIS coordinator, the parent engagement coordinator, and other staff as needed. Effective communication of the grant will be demonstrated through the high visibility of the principal, classroom observations/walk-throughs, staff meetings/professional development and parent/community meetings. Principal-facilitated staff meetings/professional development will be scheduled bimonthly and as needed (teachers will be compensated for extra time when applicable). The newly created Read 180 teacher will report to the curriculum assistant principal.

The Transformation Officer (TBD) will work closely with the SLT to coordinate the monitoring and evaluation of the SIG initiative at the school level.

Section II: Proposed Activities

A. Culture and Climate

The school leadership team, with the guidance of the lead partner and the Office of Transformation, will purposefully engage with teachers, families, students and community-based organizations to establish an engaging school culture in which all students achieve.

A key mechanism for these activities will be the newly created student support team (SST). An SST will provide the school with a consistent structure for developing, implementing, and revising existing policies and practices within the schoolwide system of student social supports. District leadership is committed to achieving a school culture where staff have high expectations for student achievement and are committed to a culture of accountability. Specific activities planned include professional development on team building, commitment to high student achievement, regular analysis of data, and consistent and clear communication of support and expectations.

AIR also will work with school and district leaders to evaluate discipline policies and programs for effectiveness in student engagement and learning. Together, they will implement research-based and evidenced-based best practices that support discipline and student engagement. It will be the responsibility of AIR to ensure that these services are in alignment with districtwide initiatives and school transformation strategies, with protocol-driven meeting structures and data yielded from the early warning system (EWS).

In support of the EWS, data analysis from a PBIS and instructional intervention system will be used to uncover areas of greatest student needs. AIR will support school staff with identifying interventions, supports, and approaches to instruction and behavior support that meet the critical needs of

**Appendix E:
Lead Partner Scope of Work**

School Turnaround Service Line

East St. Louis Lead Partner Scope of Work

Education “is the civil rights issue of our generation, and it is the one sure path to a more equal, fair and just society.” —Arne Duncan, December 16, 2008

Purpose

The purpose of this document is to describe how American Institutes for Research (AIR) will engage with East St. Louis School District over the next 3 years as your lead partner. Through successful engagement in a partnership with us, you can expect achieve the following outcomes:

- More effective teachers and leaders
- Implementation of a coherent, disciplined approach to teaching and learning
- Improved parent and community engagement
- Higher expectations and results for all students
- Improved climate and culture

Framework

Our turnaround framework is smart, real world and hands-on, focusing on the following core elements:

Leadership that Drives Change

The actions of the district and school leadership, staff, and teachers determine the quality of students' school experiences and the effectiveness of the education they receive. AIR focuses on building the capacity of administrators and teachers, supporting them with high-quality tools and resources, improving working conditions, and building a climate and culture that lead to sustained improvement.

Comprehensive Diagnostics

A collection of diagnostic tools is essential for effective and sustained improvement. AIR uses these tools to help district staff — create a well-aligned improvement plan at the beginning of the process and monitor the effectiveness of each strategy throughout the process in order to modify or change courses.—. AIR teaches district staff to use tools to monitor benchmarks and document the progress of the turnaround and transformation plans. Monitoring the leading and lagging indicators outlined in the School Improvement Grant (SIG), as well as regular and systematic review of school and classroom data, provides the basis for ensuring that the initiative stays on course.

Educator Effectiveness

The strongest leverage point in any systems change lies with the people who make up that system. At the same time, people's resistance to change is often a significant obstacle to implementation and sustaining change initiatives. For these reasons, the AIR model for school turnaround and transformation focuses heavily on building the collective capacity of school leaders and teachers to improve instruction and student learning. Through the precise use of student data, frequent and highly embedded leadership and instructional coaching, and an emphasis on collaborative peer support and accountability, school leaders and teachers will be able to improve instruction and learning while positively affecting the school climate and working conditions. .

Coherent Instructional Guidance System

AIR believes that a well-integrated system of curriculum, instruction, and assessment is necessary for improving student achievement. For this reason, when asked to conduct curriculum audits for schools and districts, our approach is to evaluate the written, tested, AND taught curriculum. To help us in this type of study, we have designed a researched-based framework that synthesizes the most current and rigorous research on the integration of curriculum, instruction, and assessment. Our turnaround/transformation model works to ensure not only the alignment of these critical supports to student learning but also their integration into teacher practice.

Family and Community Engagement

We know that effective family engagement is a cornerstone of a positive school community. Our extensive work with schools in promoting successful family and community engagement has been to provide tools and strategies that help build support and create better modes of communication and buy-in to the vision of a successful school. In doing so, however, it is critical to determine where parents and the community feel a school needs to work on improvement. When the attitudes and awareness are understood, AIR can assist the school with determining appropriate strategies that help build a more positive relationship.

Student Centered Climate

The typical conversation on a climate of high expectations centers on expectations of student achievement and engagement. Although this is critical to school success, the teacher and school leader are the two most influential aspects of student achievement. High expectations for teachers and quality enactment of school turnaround strategies are just beginning steps in creating a climate and culture of high expectations. The AIR turnaround model requires a great deal of collaboration among teachers and school leadership. Through this collaboration, collective accountability for student success is emphasized through the public sharing of student achievement results on benchmark and formative assessments and through peer observations of classroom instructional practices.

Approach for East St. Louis

At AIR, we work with each district and school to customize our support to meet the specific context. While it is critical that each area of the above framework is addressed, we recognize that varied levels of support may be needed. This section outlines the specific scope of work we will carry out in East St. Louis to support the overall school transformation.

Using our Achievement Path™ framework, we work with you to improve your school's performance in each of the above areas over the course of the three years through the following critical mechanisms:

- A core **district and school leadership team** established immediately that is coached and trained to sustain the interventions
- Implementation of an **instructional coaching model** focused on increased engagement, relevance, and rigor in the classroom.
- Development, alignment, and integration of **curricular and instructional tools and processes** to support improved instruction and high achievement
- Implementation of **diagnostic tools** that serves as the foundation to engage staff and tailor interventions, along with tools that can be used for ongoing **progress monitoring**
- An overlay **of tools and expert coaching** in the areas of communications, family and community engagement, and school climate and culture to support the work

The following specific services will be provided in support of this approach:

School Transformation Coach

AIR will provide one full-time daily on site transformation coach for the school. This person will be the primary responsibility center for the AIR portion of the SIG implementation at the school level. The role will include supporting the school leadership team meetings, coordinating with the district office of transformation, and overseeing the school-based instructional coaches. In addition, the coach will provide support and guidance for the implementation of key SIG related initiatives including professional learning communities, instruction and formative assessment, and family and community outreach activities. This person will work closely with the principal and school leadership team to carry out the overall SIG plan.

District and School Leadership Professional Development and Coaching

AIR recognizes the need to provide district and school level support for the sustained transformation of East St. Louis High School. AIR and East St. Louis will identify a core team of 3-5 individuals at the district level who will support the transformation of East High, and lead the transformation of the remaining schools over time. AIR will provide training for and coaching to this team over a three year period to build their capacity to lead this work. This includes:

- Participation in a three-day pre-implementation training focused on the core essentials of transformation launch in year 1, two-day summer retreats prior to years 2 and 3.
- Participation in an additional two day training session in year 1.
- Participation in transformation cohort meetings (twice per year) with leaders from other AIR transformation and turnaround districts and schools. During the transformation cohort meetings, the district and/or school leadership team will work with other transformation schools in a collaborative learning environment focused on developing transformation leadership expertise and sharing of successful strategies
- Monthly coaching from AIR in the various areas of turnaround including data use, formative assessments, quick wins, communication, outreach, and other foci of the implementation.

For the school leadership team, the development and coaching will be more intensive. In addition to the summer academies and transformation cohort meetings listed above, on-site leadership coaching will be provided to the principal and other leaders as needed twice monthly. For school teams, the leadership academy will focus on developing collaborative leadership skills and project management plans for leading the school transformation and the SIG plan. On-site leadership coaching will focus on developing effective leadership skills at both the individual and the team level and include both problem solving and strategic decision making support.

Instructional Coaching Support

Effective instructional coaching is at the heart of any school transformation, as teachers have the greatest impact on student achievement. In addition to direct, frequent support from the on-site coach, AIR will provide a two-day summer retreat for the instructional coaches. During this retreat, we will introduce the coaches, School Leadership Team, and identified district support staff to the model and tools the school will utilize for coaching teachers during the transformation. We will provide specific guidance to the coaches on the effective implementation of professional learning communities. In addition, AIR will implement an online coaching tool which will be used to track and monitor coaching progress.

Curriculum, Instruction, and Assessment Coaching and Professional Development

In addition to supporting the instructional coaches, AIR will work with the school and district staff to establish a curriculum framework and benchmarks for K-12 ELA and math courses that are aligned to Common Core Standards. The content coaches will also support the teacher teams in the development and selection of formative assessments.

These activities will occur through a combination of full-day professional development sessions and small group work during common planning time. We have budgeted for a total of 37 days of support for ELA and 37 days for math in year one. These days will be a combination of on-site and off-site support, as well as planning and preparation time, with approximately one trip per month for each content area coach.

Climate and Discipline Support

Setting clear and high expectations for students, families, teachers, and leaders will be critical for gaining quick wins and accelerating the pace of improvement. Through the course of the plan development, it became clear that the school and district need to revisit policies and procedures to maximize student time in class. AIR will provide a consultant to work with the district and school teams, on average, 1 day per month. The focus of the work in year one will be to help establish and set expectations for the student support team, as well as reviewing and revising policies and protocols for optimal behavior and attendance.

Diagnostic Tools and Progress Monitoring

It is critical that we ensure that the school, district, and lead partner together are making adequate progress towards our goals. Frequent data collection and analysis, along with a regular review of key metrics, is critical for our joint success. AIR will lead this effort through a variety of key mechanisms which include:

- AIR will support the school level implementation of an early warning system. This can be the National High School Center's Early Warning System or a home grown tool. In either case, the data will be used for school-level student-level intervention decisions and will complement the performance measures system that will be adopted by the district.
- The on-site coach specifically will support the use of the performance measures system with the school leadership team
- AIR will prepare monthly progress reports for the superintendent which will delineate progress on implementation and identify barriers to progress. AIR will meet with the superintendent and selected team members monthly to review this data and identify further actions and or changes needed to the plan.
- AIR will support the district and school leaders in preparing quarterly progress reports for the Board and /or ISBE as requested
- AIR will conduct a "reality check" meeting at semester break with the key stakeholder team to review data, assess progress, and gain buy-in for any mid-course corrections needed
- AIR will collect benchmark data through a teacher survey and observation at the onset of the project and then annually in the spring to assess progress. The CLASS-S research based protocol will be used for observations. No individual teacher data will be reported.

Cost for Services

AIR costs include all staff time, travel costs, and materials costs necessary to complete the work described above. Costs do not include District expenses for meeting space, substitute teachers, or staff per diems that may be required to execute the work. Every effort has been made to ensure the most cost effective pricing for our work, reflecting American Institutes for Research's recent experience implementing projects with a similar scope and duration. A detailed budget is provided for year one services, with a description and estimates for years 2 and 3. Those budgets can be developed and refined as needed to meet implementation and grant planning needs.

Year One Budget

Budget Category	Key Deliverables	Cost
School Transformation Coach	<ul style="list-style-type: none"> One full-time FTE experienced as a turnaround leader who will provide daily, on-site support to building principal and school leadership team in leading school level transformation in all SIG areas 	\$216,400
Leadership Professional Development and Coaching	<ul style="list-style-type: none"> Summer leadership academy for district and school teams Participation in 2 AIR transformation cohort meetings Additional 2 day leadership training during the school year Bi-monthly on-site coaching for school leaders Monthly onsite coaching for district SIG leaders 	\$159,100
Instructional Coaching Support	<ul style="list-style-type: none"> Two-day summer retreat for coaches focused on coaching and professional learning community implementation Implementation of coaching tracking tool 	\$27,000
Curriculum, Instruction, and Assessment Coaching and Professional Development	<ul style="list-style-type: none"> Approximately three days per month of math and ELA support (total 37 days each per year) for district and school staff in developing and implementing curricular and instructional supports 	\$145,400
Climate and Discipline Support	<ul style="list-style-type: none"> One day per month on-site support for developing and implementing effective student support team and associated district and school policies 	\$37,700
Diagnostic Tools and Progress Monitoring	<ul style="list-style-type: none"> Implementation of an early warning system Monthly reports and meetings with the superintendent and other district leaders to assess progress Implementation of a reality check at mid-year to determine mid-course corrections Collection of survey and observation data in fall and spring to assess progress 	\$164,300
Total		\$749,900

Years Two and Three

As each year progresses, AIR will gradually release responsibility to the district. That said, we know that each year of implementation has a specific focus. Year one is critical for establishing structures and processes for turnaround as routine behaviors in the school. In Year Two, we work with the school and district to critically examine fidelity of implementation and to improve techniques for optimal results. In Year Three, we focus primarily on sustainability. We work with the school and district teams to develop plans for maintaining and growing the progress with declining funds. We do anticipate a full-time onsite coach for the duration of the three year period per State requirements.

If a strong building and district team is put into place, we estimate reducing our District and School Leadership Coaching in Year 2 to one onsite visit per month. We also estimate being able to reduce our on-site time in establishing monitoring systems as well as reducing meetings with the district team to every other month. Regarding curriculum, our recommendation is to maintain the same level of services in Year Two, but to be including social studies and science content areas. Additional savings may be found in the culture and climate support, depending on progress and needs. As such, our estimated cost for Year Two is \$575,000 - \$625,000.

In Year 3, if the school is on track, we can reduce our curricular supports, as well as further reduce our district level leadership coaching and progress monitoring to quarterly visits. This would bring our estimate to \$485,000 - \$535,000. If the School and District are doing better than anticipated, our scope of work and costs could be further reduced.



AMERICAN INSTITUTES FOR RESEARCH®

East St. Louis School District #189

A proposal to partner in providing the Performance Management Advantage

What We Do

We transform evaluation systems, bridging the art and science of teaching and leading.

Purpose

This proposal describes how collaboration with AIR will transform your teacher evaluation system and consequently the effectiveness of the teaching, leading and learning in your district. You can expect to achieve the following outcomes through your partnership with our Performance Management Advantage team:

- A rigorous, high-quality performance management system
- Improved communication and engagement from the board room to the classroom
- A greater performance- and growth-focused, collaborative culture in your school
- Productive planning for integration of teacher evaluations with your professional development, compensation, school climate, and other core talent development elements

Framework

Our many years of experience working with schools and districts have convinced us that an approach that focuses on the following core elements is the one that produces concrete and lasting results:

Strong Investments in Stakeholder Engagement—AIR believes that educators’ attitude toward evaluation change from “have to” to “want to” when they are engaged in the process and see that it clearly improves the results they get and contributes to their professional growth. Educators and others within the district and the wider community become committed as active participants under our approach through comprehensive communication plans and frequent opportunities to provide input.

Instruments That Bridge the Art and Science of Teaching—The instruments for assessing teaching and leading must differentiate multiple performance levels and serve both formative and summative purposes. We will review your instruments for their effectiveness on these measures and help you develop cutting-edge evaluation instruments. Your instruments will provide explicit, useful feedback for educators that facilitate their goal-setting and reinforce professional teaching practices that are critical to the success of their students and the system.

Culture Shifts That Get Results—Our thorough review of your entire performance management system signals to stakeholders that it is not business as usual anymore. Our approach supports the change process by making sure that the goals, vision, and purposes of the

appraisal system are well understood and supported from the board room to the classroom, lending credibility to the system and creating a learning environment that is driven by student performance data.

Strategic Implementation—A system is only as strong as the people operating it, and we make sure that your people are well equipped to conduct smart evaluations. Our proactive and interactive training for evaluators ensures that the system is enacted as designed. Our strategic and systematic process for evaluator selection is based on well-researched criteria and real-world experience. Combined with our dedicated use of time and rigorous analysis of data, the resulting system is trusted, fair, and accurate.

Integrated Infrastructure—Precisely targeted data inform teachers and school leaders of their strength and weaknesses and also inform professional development. AIR's Performance Management Advantage supports an innovative data and technology infrastructure with feedback loops to periodically assess your performance management as a whole, guide decisions from the classroom to the system level, and ensure that your goals are achieved.

Full Spectrum of Talent Development—In our approach, AIR's research-based evaluation tools and protocols work in step with your integrated human resource functions, informing and focusing your coaching, leadership opportunities, and other incentives; your hiring, assignment, and promotion policies and practices; and your school climate—all in support of a growth-oriented learning environment.

Approach

Using our Performance Path framework, we work with you to improve your school's performance management system during implementation through the following critical steps:

Prepare & Engage Leadership and Stakeholders —We begin by assessing your performance management strengths and weaknesses and priority areas for reform through our **Educator Talent Management Assessment**, meanwhile working with you to identify a performance management steering committee and to define educator effectiveness.

Develop & Share Vision and Plans —We help you develop a **comprehensive plan for an evaluation system** that actively engages teachers and leaders, identifies which data are relevant, and decides how ongoing improvement will be achieved.

Select & Customize Tools, Training and Infrastructure —We work with you to **develop appropriate performance appraisal tools** for your district—including rating scales, protocols, and rubrics—and processes for seeing them successfully implemented.

Launch & Implement Appraisal Systems and Support—Together we **launch the new performance appraisal system**, providing relevant training, troubleshooting, and gathering feedback.

Assess & Advance Practices and Progress —We view the launch as the start, not the end, of our work together and support you while you **determine next steps for improvement**, sustainability, capacity-building, and communication of impact and success.

Integrate Talent Management Systems—We **integrate evaluation with other key components** of educator talent management—professional development, school climate, and compensation—by connecting the work with the Educator Talent Management Assessment.

Tools to Accelerate Reform

Among the resources that we draw upon to support the design and implementation of your performance management system are our

- *Educator Talent Management Assessment*
- *Guide to Evaluation Products*
- *Performance Management Communication Guidebook*
- *Teacher Evaluation Continuum of Best Practice*
- *Performance Management Design Framework*

Differences

We are different from other partners in the market in the following critical ways:

- Our people are **passionate**. We know that teacher quality is the number 1 most important way to improve student achievement and are fully committed to improving educator quality for all. Our team members have worked in classrooms and schools and know what it is like when the system works and when it does not.
- Our tools and approaches are **innovative**. Our nationwide work in policy, research, and practice exposes us to the most cutting-edge evaluation models, which we bring to you.
- We are **responsive**. We will be at your side from start to end to see through changes that will meet the specific needs in the context of your school district.

Our Capacity

We have a long history of client satisfaction from our work on teacher and principal performance management with states, districts, and national organizations. Examples of our satisfied clients are the Ohio Department of Education, the Illinois State Board of Education, the Washington State Office of the Superintendent of Public Instruction, the Delaware Department of Education, the National Education Association, Hazelwood School District (MO) and Decatur School District (IL). In addition, as the lead partner for the National Comprehensive Center for Teacher Quality, we provide content-specific knowledge, expertise, and resources to all 50 states and serve as a national resource on effective policies and practices to strengthen teacher and principal quality.

We have conducted presentations, produced publications, facilitated discussions, provided technical assistance for policy development, and the created both printed and online tools and resources in this area. We have developed portfolios or evidence binders for the analysis of teacher performance and unique measures of student performance for the evaluation of teachers in untested grades and subjects. Our Performance Management Engagement team of researchers, teachers, and leaders are dedicated to

bringing their extensive knowledge base from the field to your district and develop an evaluation system that is based on experience with what works.

Our Staff

Our consultants involved in this project include:

Dawn Dolby, lead facilitator to the district task force, is a senior program associate with the district and school improvement services group of American Institutes for Research (AIR). Dolby has nearly 25 years of educational experience as a teacher, professional development trainer, and school improvement specialist. At Learning Point Associates, she provided technical assistance for states and districts in need of improvement, worked with district teams to improve their educator talent through mentoring and induction practices, facilitated data interpretation sessions with teachers and leaders, and designed professional development in a variety of areas, including curriculum, examining student work, and technology integration. She also led the mathematics team for Learning Point Associates' contracted work with the New York State Education Department to conduct audits of the written, taught, and tested curriculum in multiple districts. Ms Dolby's current work is focused on supporting secondary schools in Missouri, Michigan, and Illinois in Turnaround strategy design and implementation. Her position also requires management of staff, projects, and budgets. Dolby has worked with schools and districts in more than 25 states and has successfully supported numerous schools in comprehensive reform efforts leading to improved student achievement and corrective action status. Over her years in education, she has taught and provided professional development and technical assistance in urban, rural, and suburban schools. Dolby earned her master's degree in instruction and curriculum from the University of Colorado–Boulder.

Winsome Waite, Ph.D., co-lead to the district task force, is a senior technical assistance consultant at American Institutes for Research in Washington D.C. An experienced educator and instructional leader, Dr. Waite has over 26 years of continuous experience in developing and managing projects that have resulted in improving the social and academic achievement of students. Dr. Waite has worked in a variety classroom and leadership roles with state, regional, district, and school personnel on areas such as strategic planning, school improvement and reform, curriculum development, professional development, Response to Intervention (RTI), diversity, and leadership training and development. Dr. Waite has facilitated and led projects on behalf of boards of education, central office executive staff, school administrators, instructional staff, and community representatives in such areas as policy development, program implementation, and evaluation, training and development. Additionally, Dr. Waite has many years of teaching in graduate programs in the department of curriculum and instruction. In her present position, Dr. Waite provides technical assistance to educators in urban, suburban, and rural areas and most recently has provided technical assistance to the state of Wisconsin on their teacher evaluation redesign. She manages projects that support State Education Agencies and Local Education Agencies in developing guidance and regulations on various topics, along with systems of support for implementation of projects. Dr. Waite is currently a member of Kappa Delta Pi and The National Staff Development Council. Dr. Waite manages projects and client relations with a keen eye for capturing and utilizing the best of available resources and talents to make significant and sustained impact.

Cassandra Meyer, coordinator of materials and resources for the task force, is a Technical Assistance Consultant on the Education, Human Development, and the Workforce (EHDW) team at American Institutes for Research. Her work focuses on conducting high-quality research and providing

technical assistance to schools and districts. Currently, she is working with the Decatur School District (IL) on reforming their teacher evaluation system, as well as supporting educator evaluation reform work in Massachusetts. She has worked on projects for federal, state, district and school clients. Previously, Meyer spent two years teaching middle school social studies in a low-income community in rural Louisiana as part of the Teach For America program. Meyer earned a Master's of Science in Education degree in curriculum and instruction from Northern Illinois University.

Marian Lemke, advisor on student growth measures, is a Principal Research Analyst in the Education Human Development and the Workforce division at the American Institutes for Research. Ms. Lemke has more than a decade of experience managing large-scale survey and assessment projects in education at the federal and district levels. At AIR, Ms. Lemke oversees assessment and evaluation tasks for district, state, and federal clients. She currently directs a project for Baltimore City Public Schools to develop value-added models and acts as a task leader on a federal study of the equitable distribution of effective teachers. She is leading stakeholder engagement and communications support for the state of Florida in its work to develop value-added models. She joined AIR in 2009 from the Chicago Public Schools, where she was the director of assessment and responsible for administering state and district testing, new test development, and the district's overall assessment strategy. Prior to that, Ms. Lemke managed the Program for International Student Assessment (PISA) and the international Adult Literacy and Lifeskills Survey at the National Center for Education Statistics, U.S. Department of Education. In this role, she supervised the U.S. data collection contractors responsible for sampling, recruitment, training of test administrators, data collection, scoring, and analysis. She also authored the first U.S. reports on the results of the PISA 2000 and 2003 assessments and managed additional data analysis and reporting using international datasets.

Gretchen Weber, project oversight and advisor to the project on teacher evaluation redesign, is the director of educator effectiveness programs within the Education, Human Development, Workforce division of the American Institutes for Research. She oversees and directs technical assistance and consulting services and projects to the field on multiple educator quality topics, particularly those focused on teacher evaluation. Currently, Weber is the project director for multiple teacher evaluation projects and leads the development of the Performance Management Advantage, a set of services to districts aimed at improving teacher evaluation systems. Her most recent presentation at the National School Board Association Annual Conference (April 2010) was titled *The Systemic Management of Educator Talent*. As a public school teacher, Weber has worked with a wide range of student populations in suburban and urban settings, including multiage and year-round school settings. Having served in a leadership capacity during her years teaching, she acted as a technology facilitator, mentor, and lead teacher to provide technical assistance and professional development to assist teachers in improving the implementation of technology and differentiated instruction in reading, writing, and mathematics. Weber has presented nationally and locally to deliver professional development to many audiences and is a National Board Certified teacher. She earned a master's of education degree in curriculum and instruction from National-Louis University.

Scope of Work: Year 1: Develop and Plan, Construct and Connect

Beginning in June 2012, the PMA team will facilitate two meetings per month with a district-level task force to achieve the following during the 2012-2013 school year:

- Establish the Goals of the Performance Management System
- Determine the Full Set of Multiple Measures to Be Used
- Develop a Definition of Teacher Effectiveness
- Consider Models of Teacher Evaluation Systems and Methods
- Confirm and Document Preferred Performance Management Approach
- Identify Tools to Be Developed/Enhanced
- Plan for Performance Management Tool Development
- Develop a Communication Plan
- Plan for Selecting, Training, and Supporting Evaluators
- Determine Data Infrastructure Needs

AIR will work closely with the East St. Louis leadership to develop the agenda and facilitate all sessions with the Task Force and will plan these activities through weekly conference calls. Through mutual consent, the agenda can be revised as necessary. The following table outlines the key responsibilities throughout this engagement together:

AIR Responsibilities	District Responsibilities	Task Force Responsibilities
<p>AIR will provide the district with agendas, activities, reading resources, facilitation of sessions, and the Task Force SharePoint site where all materials are housed and accessible to Task Force members.</p> <p>AIR will assist in the development of all resources and will provide a streamlined external expert review for a specific set of documents including rubrics, framework, and guidance documents.</p>	<p>When appropriate, the district will provide consistent and fair payment for Task Force members to attend meetings.</p> <p>The district will support the facilitation of the Task Force meetings with e-mail invites, copies, facilities, and meeting set-up.</p> <p>The district will provide necessary documents and support for the development of the Task Force materials.</p>	<p>The District Evaluation Task Force will develop and approve the following:</p> <ol style="list-style-type: none"> 1. Communications plan 2. Training plan 3. Theory of action 4. A finalized definition of education effectiveness 5. Rubrics and frameworks for educator practice 6. Measures to evaluate educator effectiveness 7. Data infrastructure review and plan 8. Field testing and monitoring plans <p>Taskforce members may also lead or co-lead teacher engagement sessions and conduct other communication outreach activities.</p>

Scope of Work: Year 2: Launch and Implement, Assess and Advance

Beginning in July 2013, the PMA team will support the district task force to achieve the following during the 2013-2014 school year:

- Assisting the East St. Louis school district with the implementation of the new evaluation system in a selected set of pilot schools in the district, including East St. Louis High School through its School Improvement Grant. This pilot implementation would specifically include the pilot of student growth measures as part of the evaluation system. A pilot implementation is critical to ensure that they system works, before rolling it out district wide.
- To implement the system effectively, we anticipate offering technical assistance to the district and the district taskforce for the implementation and revision of the evaluation system, facilitating any additional trainings for the district and participating teachers, evaluators, principals and schools, (beyond the state-provided training), specifically on inter-rater agreement and inter-rater reliability.
- Collecting data and providing regular updates to the district taskforce regarding the impact and fidelity of the evaluation system implementation.
- Year 2 will culminate in a Learning Point Forum, which will celebrate the accomplishments and lessons learned of the Taskforce and the Pilot School(s) and prepare for full implementation in 2014-2015.

Scope of Work: Year 3: Launch and Implement, Assess and Advance

Beginning in July 2014, the PMA team will support the district task force to achieve the following during the 2014-2015 school year:

- Implementing the new evaluation system district-wide and building capacity of the district to do so.
- Facilitating trainings for the district and participating teachers, evaluators, principals and schools, (beyond the state-based trainings) , specifically on inter-rater agreement and inter-rater reliability
- Continuing to collect data to provide the district taskforce with regular updates regarding the impact and fidelity of the evaluation system implementation district-wide.
- Year 3 will culminate in a Learning Point Forum, which will celebrate the accomplishments and lessons learned of the taskforce and district schools. Estimated fees for year 3 \$73,000.

Cost

American Institutes for Research's proposed price included in this application is for a projected period of performance June 2012-June2013. Every effort has been made to ensure the most cost effective pricing for our work, reflecting American Institutes for Research's recent experience implementing projects with a similar scope and duration.

- The total cost for this proposed scope of work for year 1 is \$174,000.
- The total cost for this proposed scope of work for year 2 is \$135,000
- The total cost for this proposed scope of work for year 3 is \$113,000

Beyond the Scope

This proposal includes the support to build a high-quality teacher performance management system. The following components are not included in this proposal (both in terms of described services and costs) but can be added as ancillary services:

- Implementation support for additional related reforms, including teacher induction and mentoring, recruitment and hiring, alternative compensation, or job-embedded professional development.
- Implementation support for a more comprehensive school transformation program, such as our School Turnaround service line.
- Development of multiple measures of student-growth-based assessments.
- Analysis of student assessment data.
- Research on the impact of implementation or the connection to student achievement data or both.
- Development of multiple measures of student learning or student growth-based assessments
- Implementation of a technology solution to facilitate performance management
- Travel and/or substitute and/or stipend costs for taskforce participants and/or training participants
- Meeting space, refreshments and other logistics related to the described meetings and trainings

Thank you

We greatly appreciate the opportunity to work with you. For the past 25 years, we have been fortunate to partner with great people, inspired leaders, and fantastic learners. We look forward to taking this journey with you.

More About Us

Founded in 1946, the American Institutes for Research (AIR) is one of the largest behavioral and social science research organizations in the world. The not-for-profit is committed to empowering communities and institutions with innovative solutions to the most critical education, health, workforce, and international development challenges. With 1,500 total global employees, AIR's foundation is in education research. The organization currently stands as a national leader in teaching and learning improvement, providing the research, assessment, evaluation, and technical assistance to ensure all students—particularly those that face historical disadvantages—have access to a high-quality, effective education. Learning Point Associates, a nonprofit with more than 25 years of direct experience working with and for educators and policymakers to transform education systems and student learning, joined AIR on August 1, 2010. The organizations now have the combined capacity to design and conduct rigorous and relevant education research and evaluations; develop and deliver tools, services, and resources targeted to schools, districts, and communities; and analyze and synthesize education policy trends and practices.

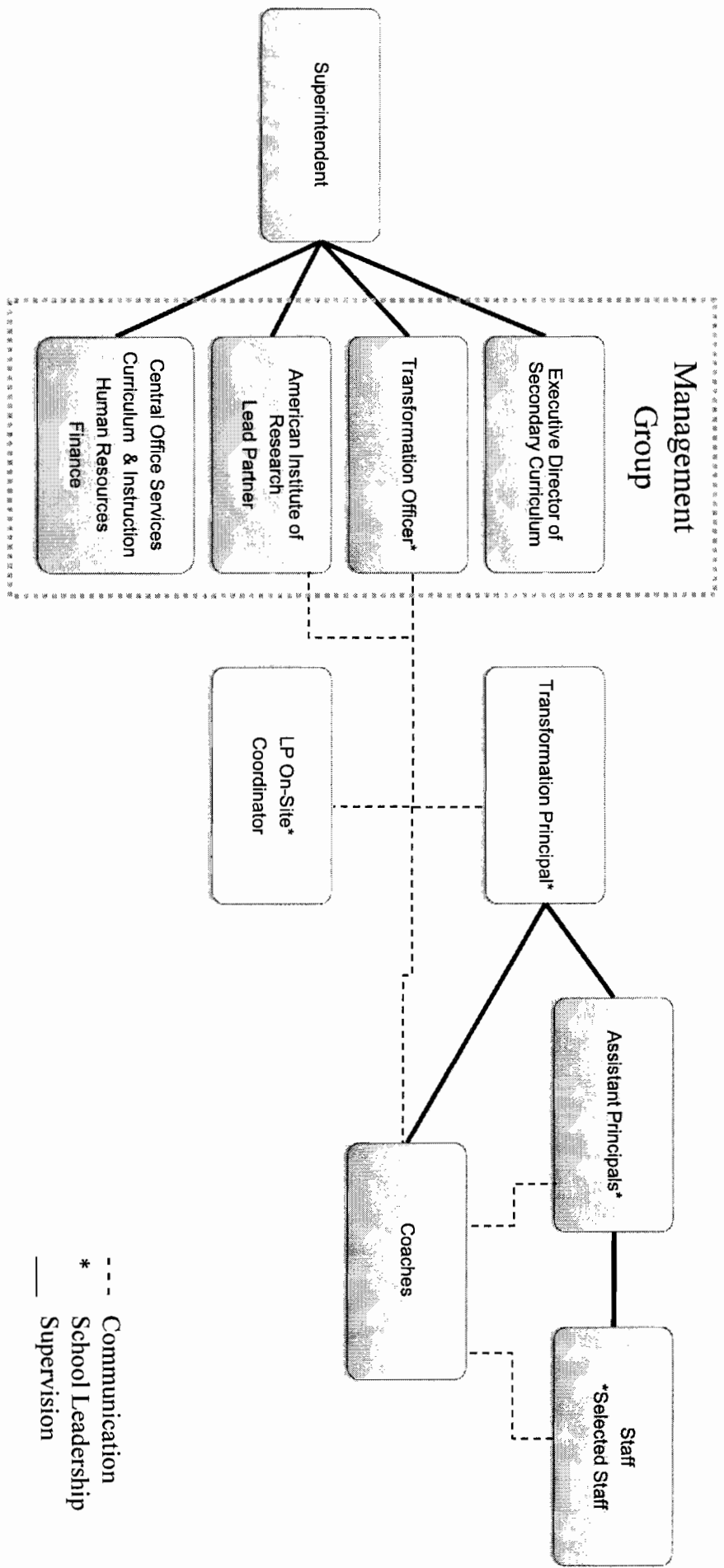
Appendix C: Summary of Staffing Details

East St. Louis Public Schools District Staffing to Support Transformation

Title/Role	Responsibility
Superintendent and Cabinet	Provide strategic direction, meeting monthly with Lead Partner and Quarterly with School Board, Union, and provide communications to the community at large.
Transformation Officer	Will oversee the SIG grant implementation, coordinating with the Principal and Lead Partner. See attached job description.
Director of Public Relations (District)	Supports communication efforts with all stakeholders
Lead Partner	Will provide close guidance and support in implementation. See attached Lead Partner Scope of Work.
Teachers Union	Will work collaboratively with district, Lead Partner, and school.
Building Principal and School Leadership Team	Will meet weekly to monitor the implementation of the school improvement plan, communicate to stakeholders, and oversee mid-course corrections.
PBIS Coach	Will oversee the implementation of a comprehensive behavior intervention and assessment plan aligned to Illinois State PBIS Program requirements. See attached job description.
Student Support Team	Will provide the school with a consistent structure for developing, implementing, and revising existing policies and practices within the school-wide system of student social supports.
Instructional Coaches	Will provide job embedded professional development during the designated PLC times and support teachers in implementing the newly aligned curriculum and research-based instructional strategies in classrooms.
Parent Engagement Coordinator	Will work to establish strong partnerships with families, businesses and community members to support improved outcomes for the students at ESLSHS. See attached job description.

**Appendix L:
Organization Chart**

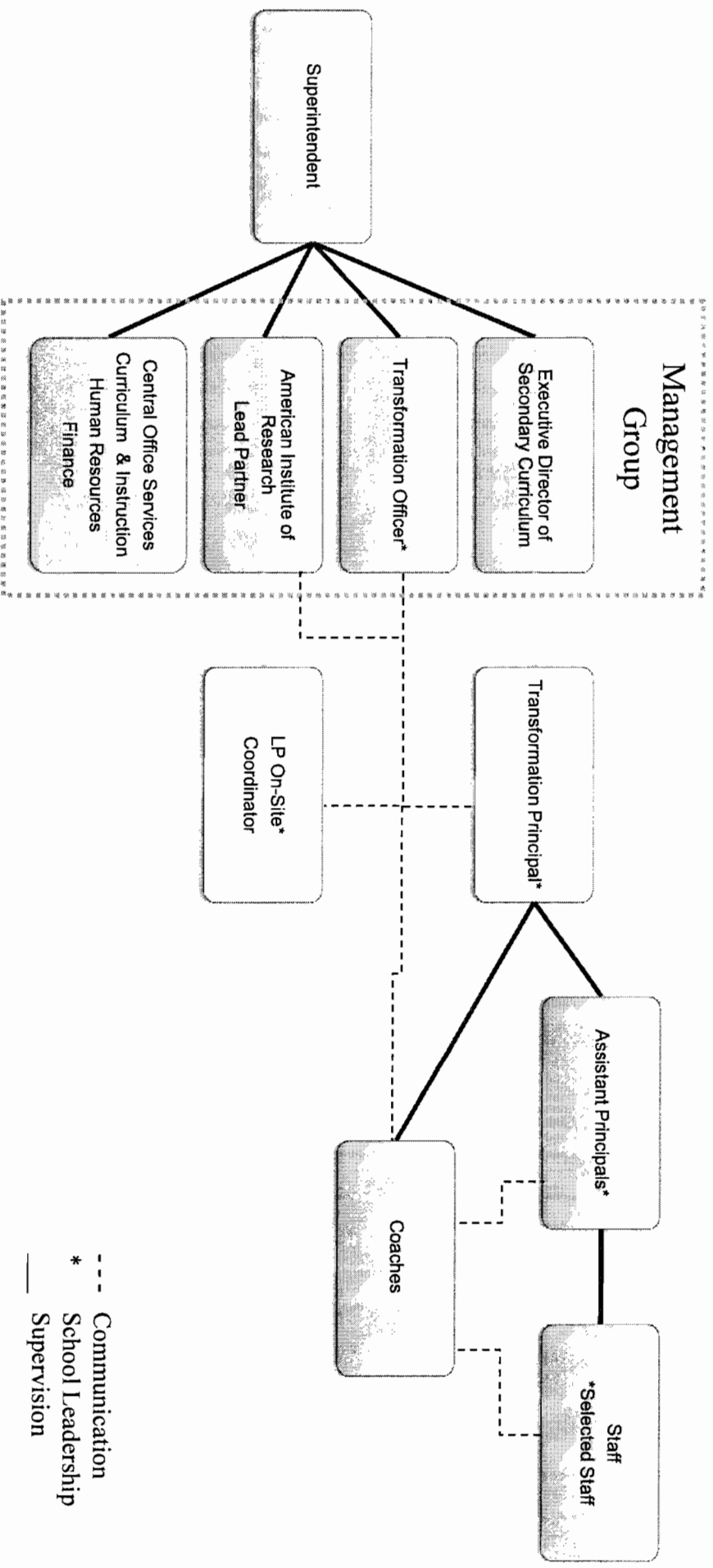
East St. Louis School District 189 East St. Louis Senior High School



--- Communication
 * School Leadership
 — Supervision

May 6, 2012

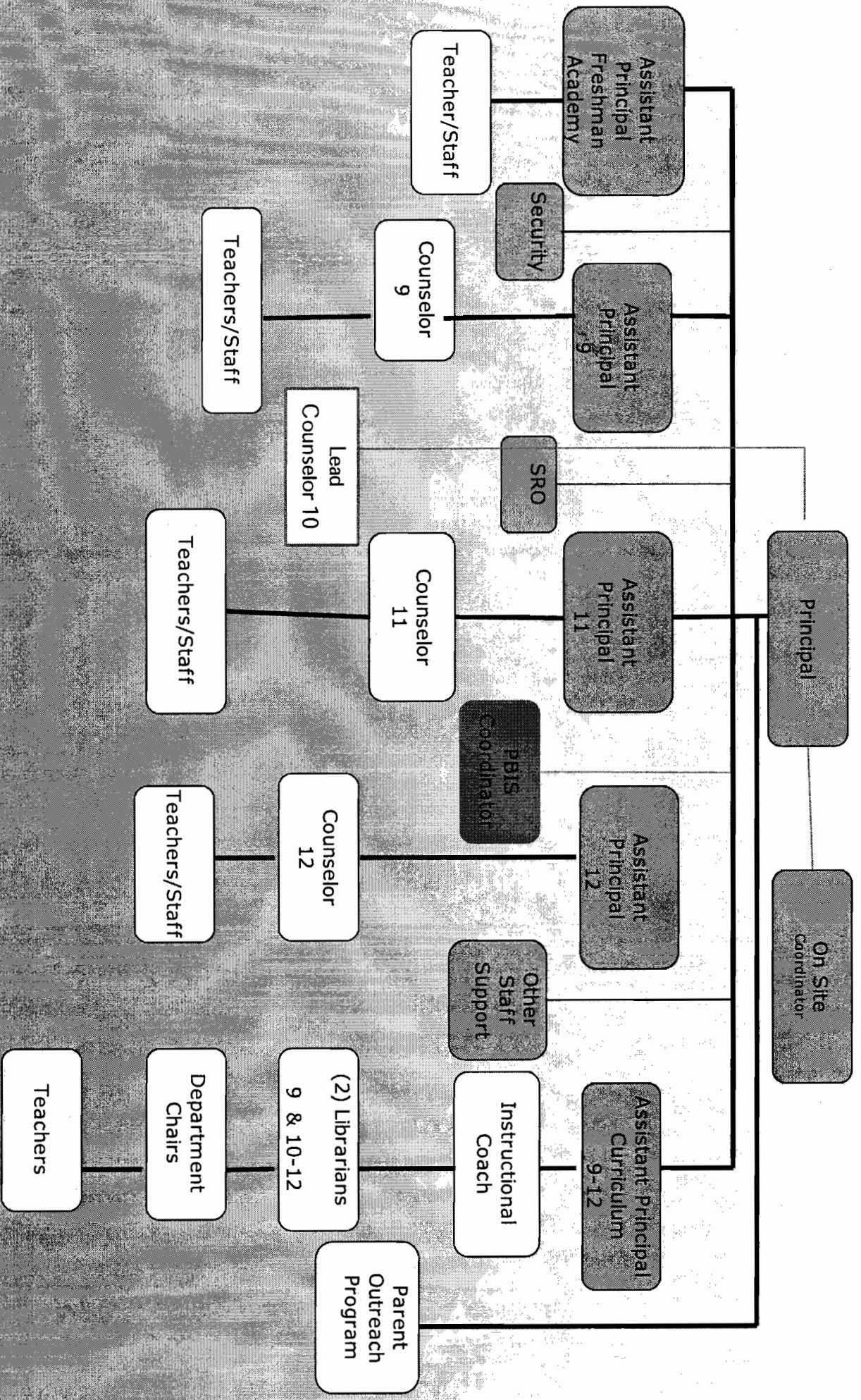
East St. Louis School District 189 East St. Louis Senior High School



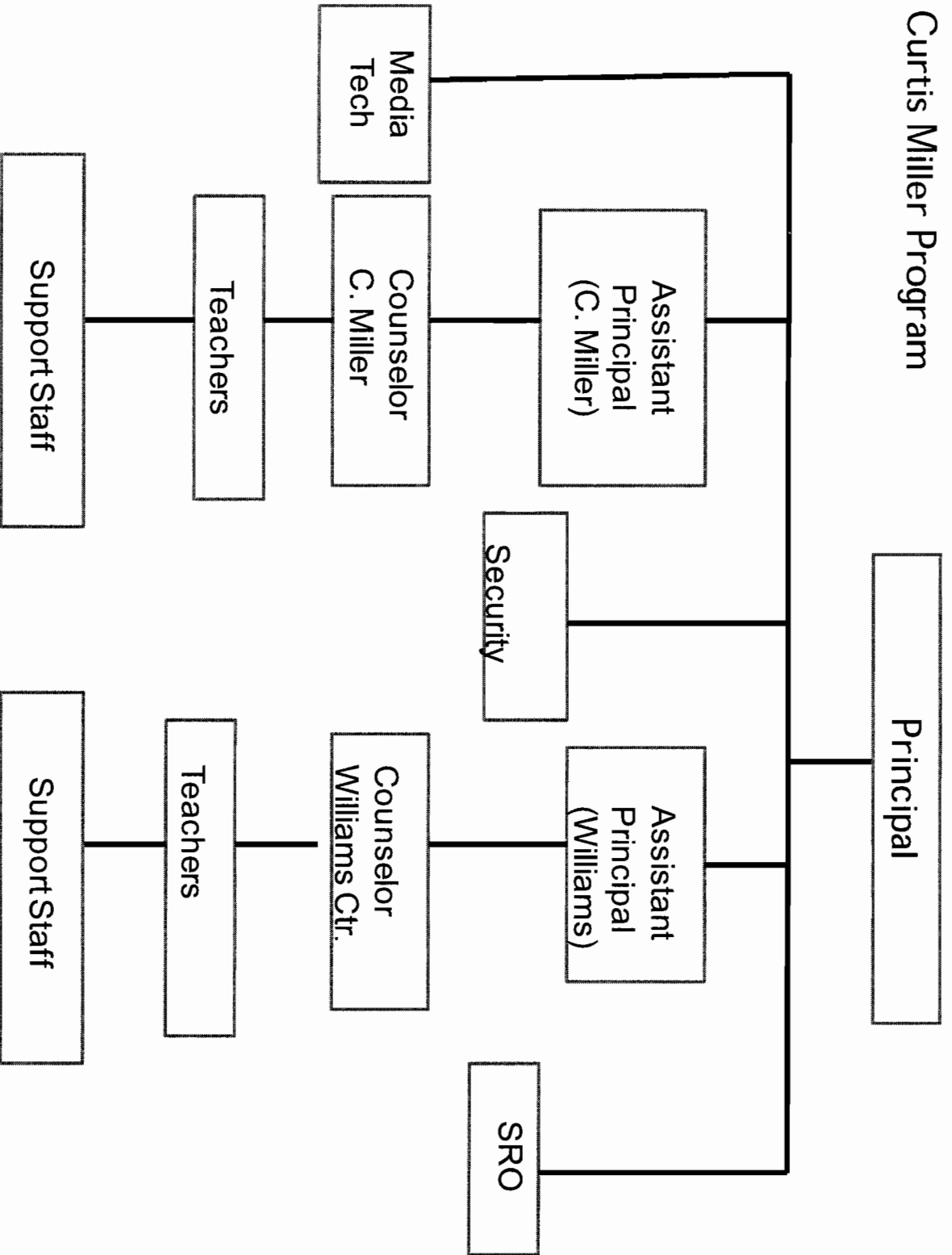
--- Communication
 * School Leadership
 — Supervision

May 6, 2012

East St. Louis Senior High School Organizational Chart



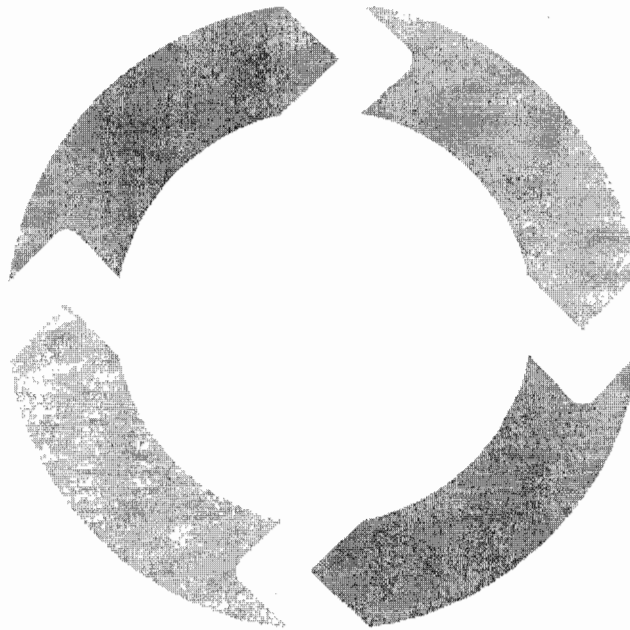
Curtis Miller Program



School Proposed Activities

Readiness

- Data Driven Decision Making
- Curriculum and Assessment
- Instruction



Section II: Proposed Activities

The Objectives listed on Attachment 4 and the School Strategies listed on Attachment 8, along with the Timelines in Appendices **A** and **K** detail the activities that are discussed in this Narrative.

A. School Culture and Climate

Goal 3 of this SIG plan is for CHS to improve the school culture and climate by creating a learning environment that engages all stakeholders. The school will promote a positive school climate and have high expectations for both academic and behavioral competencies of all students, and will support those expectations and respond to student needs.

Tactics and activities to support attainment of this goal include:

- PBIS behavioral intervention plan will be implemented; staff training for behavior interventions; review and modification of discipline and attendance policies and procedures; data collection and analysis of student attendance and behavior, with early interventions to address and support student needs.
- Provide social services and referrals to appropriate agencies to address the significant social and emotional needs of students; 2 social workers assigned to CHS; lead principal and other administrators, counselors, teachers to be aware of indications for student needs.
- Increased rigor in curriculum, with ongoing data analysis to drive targeted interventions, modifications in instructional strategies, remediation, transition support.
- Comprehensive, ongoing, effective and efficient communication system will be implemented and utilized to inform and engage students, parents, staff, and the community.

B. Data-Driven Decision Making

A comprehensive, integrated student data system and plan for use by teachers and administrators will be developed and implemented making data access user-friendly and easily retrievable. School leaders and teachers will participate in professional development training to learn how to collect, analyze,

and effectively use data to drive decisions on instruction, resource allocation, transitions, interventions, other teacher/student support, and professional development; to determine instructional needs for continuous improvement and interventions; to increase student attendance; and to provide early warning to identify at-risk students. Systems, processes, and procedures for more effective collection, warehousing, analysis, reporting and use of data will be examined and strengthened. Crystal Reporting, a web-based data warehousing and reporting service that works with the district's current Skyward data collection system has been implemented in the district and its use will be more fully developed to support the transformation plan. Training for administrators and teachers will be included with this or any system implemented.

Student performance data will be monitored weekly by the school leadership team and at least monthly by the instructional team, and by the transformation project director and on-site lead partner, to monitor progress, determine course corrections, and enhance support services. Teachers will meet in departmental professional learning communities bi-weekly to analyze student data to make necessary instructional modifications, identify interventions, and enhance support services. They will be supported by the math and English/language arts instructional coaches and the on-site lead partner.

Monthly reports will be made to the Board of Education by the transformation project manager and lead principal to review school performance data and progress of the transformation activities.

C. Curriculum and Assessment Program

Curriculum will be aligned with the common core standards and vertically aligned to provide our students with a coherent, well-articulated, and rigorous curriculum. All content areas will have the following developed, with English/language arts and math having already begun this work, these subjects being the first priority: a scope and sequence, pacing guide, course catalogue with flow chart of vertical alignment, grade-level and course-level benchmarks aligned to curriculum, formative assessments aligned to curriculum, and curriculum mapping will be implemented. ISTEOP and Cambridge assessments are currently being bench-marked for grades 9 through 12, and the Cambridge EXPLORE, PLAN, and ACT

assessments are given in the fall and spring, ISTEAP during fall, winter, and spring. Quarterly exams are also given. See **Appendix D** for grade-level assessment chart. Teachers will meet in departmental professional learning communities bi-weekly to analyze student data. A math instructional coach, English/language arts instructional coach, co-teaching coordinator, 4 certified literacy assistants, and 4 certified math assistants will be provided to assist teachers and support student learning and targeted interventions. Ongoing, job-embedded professional development on research-based best instructional practices, including differentiated instruction and early intervention strategies provided by the professional development coaches, and PD will be expanded to include all content area teachers to build and align a set of adopted school-wide instructional practices to support all students and to address the significant achievement gaps that were found in our needs assessment analysis. The special education department will provide support and services for IEP accommodations, interventions for special needs students, and mainstreaming. Two social workers will be assigned to CHS on a full-time basis to counsel and support identified students who need or request their services, and to help deal with student social/emotional issues. Two retention and dropout intervention specialists will be assigned to CHS to support improved attendance objectives. The school and district currently have a program for homebound students who are pregnant or dealing with other issues that keep them from attending school. This program will be reviewed and strengthened to increase actual instruction and learning of these students.

D. Instructional Practices

A comprehensive integrated student data system will be implemented to drive instructions, interventions, transitions, and professional development. Teachers and staff will receive professional development training and instructional coaching on the effective analysis and use of student data. Teachers and staff will also receive professional development training and instructional coaching on research-based instructional programs and strategies, including targeted interventions and differentiated instruction. The Instructional Team, with support from the lead partner and consultants such as Charles Crouse (English/language arts) and the Cathy Carte-Shide (math) will align the research-based

instructional programs to the curriculum, which will be aligned vertically and to common core standards. The instructional coaches will monitor, model, and assist teachers with the implementation of the instructional strategies. Student and teacher performance data will be regularly analyzed to monitor improvement and drive decisions on modifications, or the need for additional coaching or professional development.

ISTEEP and Cambridge assessments are currently being bench-marked for grades 9 through 12, and the Cambridge EXPLORE, PLAN, and ACT assessments are given in the fall and spring, ISTEEP during fall, winter, and spring. Quarterly exams are also given. See **Appendix D** for grade-level assessment chart.

Student performance data from 6th through 8th grade will be analyzed to identify students in need of targeted intervention before starting 9th grade, and a 2 week summer Jump-Start program will be offered for those students. All 9th grade students will attend the CHS Freshman Academy where they will receive AutoSkills, Skills Tutor, and Accelerated Reader assistance for basic skills, in addition to core subject instruction. Data to identify at-risk students with an early warning system in place will be used to develop targeted interventions for identified students. A 9th grade counselor will provide support in the areas of course selection and placement, remediation, and credit recovery. A student-teacher mentor system is being developed, to be coordinated by the Career and College Readiness Administrator, by which students will meet monthly with a teacher to establish academic, social, and behavioral goals, and to monitor and meet those goals.

The extended learning day and learning time schedule for all students will also provide a full class period to be used strategically for targeted instruction with content developed by instructional coaches and the co-teaching coordinator, intervention, remediation, credit recovery, and enrichment activities. The extended day also affords opportunities to increase course offerings in core subjects, and others such as art, music, vocational classes, and more AP and dual-credit classes. Student performance

data will be reviewed weekly by the school leadership team and monthly by the instructional team, and bi-weekly by teachers to monitor progress and determine instructional changes and interventions.

E. Support Services and Interventions

Student performance, attendance, and discipline data will be analyzed and reported on an ongoing basis, and effectively used to provide support to all students, including in the following ways:

- Transition from grade school to high school.
- Basic skill needs through AutoSkills, Skills Tutor, accelerated Reader.
- Early warning system for at-risk and potential dropouts.
- Attendance, behavior, and discipline issues that need intervention or support.
- Targeted interventions for instructional needs.
- Remediation and credit recovery.
- Certified literacy and math assistants to provide support in small groups or individually.
- Social worker services and referrals to outside agencies when necessary for additional support for social and emotional needs.
- PBIS strategies will be used by all staff.
- Mentoring and support to establish and monitor academic, behavioral, social, and future career goals.
- Enrichment opportunities and advanced course offerings.

F. Professional Development

The school leadership and instructional teams will have significant input on professional development needs, and the principal will have discretion and flexibility in scheduling. Based on the results of student and teacher performance data analysis, National Staff Development Council Standards, and teacher and team input, and in consultation with our lead partner, topics for professional development will be determined. Ongoing, high-quality, job-embedded professional development will be provided to teachers in all content areas to support continued improvement. This will include continued work with

APPENDIX D

GRADE LEVEL ASSESSMENT CHART

Cahokia Unit School District #187 2011-2012 Grades 9-12 Assessment Chart

F=Fall W=Winter S=Spring ITBS=Iowa Test of Basic Skills PSAAE=Prairie State Achievement Examination ACT=American College Test
 STEEP=System to Enhance Educational Performance ORF=Oral Reading Fluency

Grade 9	Grade 10	Grade 11	Grade 12
Cambridge Pre-Test August	Cambridge Pre-Test August	Cambridge Pre-Test August	
Cambridge Post-Test April	Cambridge Post-Test April	Cambridge Post-Test February	
Quarterly Exam October December March May	Quarterly Exam October December March May	Quarterly Exam October December March May	Quarterly Exam October December March May
ITBS August April (classroom teacher)		PSAAE/ACT/Work Keys April 24 th April 25 th	PSAAE Retake (Seniors Only) May 8 th May 9 th
STEAP Testing- Reading ORF/MAZE Math Concepts & Application F W S	STEAP Testing- Reading ORF/MAZE Math Concepts & Application F W S	STEAP Testing- Reading ORF/MAZE Math Concepts & Application F W S	STEAP Testing- Reading ORF/MAZE Math Concepts & Application F W S
STEAP Testing Reading MAZE (classroom teacher) Math Concepts & Applications (classroom teacher) F W S	STEAP Testing Reading MAZE (classroom teacher) Math Concepts & Applications (classroom teacher) F W S	STEAP Testing Reading MAZE (classroom teacher) Math Concepts & Applications (classroom teacher) F W S	STEAP Testing Reading MAZE (classroom teacher) Math Concepts & Applications (classroom teacher) F W S

School Overview and Rationale

General

- Needs Assessment



Illinois State Board of Education
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, IL 62777-0001

FY 2013 School Improvement Grant – Section 1003(g)
NEEDS ASSESSMENT
Cover Page

DISTRICT NAME AND NUMBER CAHOKIA CUSD #187		NAME OF SCHOOL CAHOKIA HIGH SCHOOL	
REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26-0000		CHECK (✓) ONE ONLY <input type="checkbox"/> Tier I School <input checked="" type="checkbox"/> Tier II School	
SCHOOL 2011: FEDERAL ACADEMIC STATUS RESTRUCTURING IMPLEMENTATION		SCHOOL 2011: STATE ACADEMIC STATUS ACADEMIC WATCH STATUS YEAR 8	
DISTRICT ADDRESS (Street, City, State, 9 Digit Zip Code) 1700 JEROME LN, CAHOKIA, IL 62206		SCHOOL ADDRESS (Street, City, State, 9 Digit Zip Code) CHS MAIN - 800 RANGE LN, CAHOKIA, IL 62206	
NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL ARTHUR S. RYAN		PRIMARY CONTACT JUDY SMITH	
TELEPHONE (Include Area Code) 618-332-3700	FAX (Include Area Code) 618-332-3706	TELEPHONE (Include Area Code) 618-444-2707	FAX (Include Area Code) 618-332-3747
SUPERINTENDENT/AUTHORIZED OFFICIAL E-MAIL ADDRESS ryanarts@stclair.k12.il.us		PRIMARY CONTACT'S E-MAIL ADDRESS smithjud@stclair.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
ARTHUR S. RYAN	ACTING SUPERINTENDENT	DISTRICT CENTRAL OFFICE
MICHAEL D. RUMSEY FELICIA RUSH-TAYLOR EMMA CAMPBELL-CORNELIUS	PRINCIPAL - CHS MAIN / ASST. DIR. C & I PRINCIPAL - CHS EAST PRINCIPAL - FRESHMAN ACADEMY	CAHOKIA HIGH SCHOOL (CHS)
DEBRA TIPPETT TANYA MITCHELL DR. MARION BROOKS	DIR. OF CURRICULUM AND INSTRUCTION ASSISTANT DIR. OF CURR. AND INSTR. DIRECTOR OF SPECIAL EDUCATION	DISTRICT CENTRAL OFFICE
VICTORIA BRECKEL DR. GABRIELLE SCHWEMMER KEVIN BEMENT / PHYLLIS JACKSON	ASSISTANT DIR. OF SPECIAL EDUCATION RTI / PBIS SUPERVISOR PRINCIPALS - PENNIMAN ELEM. / ESAC	DISTRICT CENTRAL OFFICE DISTRICT
PEGGY SHELTON RICHARD SAUGET, JR. WILLIE MAE BAXTON	PRESIDENT TREASURER BOARD OF EDUCATION DISTRICT 187	BOARD OF EDUCATION CAHOKIA CUSD #187
BRENT MURPHY LESLIE HARDER RENDY HAHN	UNION PRESIDENT / CHS TEACHER UNION VP / ELEMENTARY TEACHER UNION SECRETARIAL COUNCIL PRES.	CAHOKIA FEDERATION OF TEACHERS / CAHOKIA HIGH SCHOOL DISTRICT STAFF
MICHELE QUIRIN AMY CARTY, BOB FRISCH, CORY HERSCHLER	SPECIAL EDUCATION DEPT. CHAIR CHS TEACHERS	CAHOKIA HIGH SCHOOL
LATESHA CLEMONS JUDY SMITH RICK JONES	CHS COUNSELOR HS INSTRUCTIONAL COACH HS DATA COORDINATOR	CAHOKIA HIGH SCHOOL
AMELIA ODOM DAVID KELLEY YVETTE McFADDEN	PARENT PARENT / PRESIDENT KIWANIS CLUB VP REGIONS BANK / PARENT of CHS grad	PARENTS / COMMUNITY
JEREMY DUKES, DAMICA ODOM, TYLER HAWKINS, SHYNIECE BROWN	CHS STUDENTS	CHS STUDENTS

Record Keeping Requirement:

Each time the team engages in an activity related to the Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form as evidence of the session. Submit the signed completed forms in Part I of each school's FY 2013 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER CAHOKIA CUSD #187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26-0000	NAME OF SCHOOL CAHOKIA HIGH SCHOOL
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Part II. School Performance - Data and Analysis

Context			
	2008-2009	2009-2010	2010-2011
1. Grade levels currently served (e.g., 9-12)	9-12	9-12	9-12
2. Total enrollment	1052	1007	914
3. % Free/Reduced Lunch Students	78%	87.9%	85.2%
4. % Special Education Students	21.4%	22.5%	23.2%
5. % English Language Learners	0	0	0

6. Home Languages of English Language Learners (list up to 3 most frequently represented).

- _____
- _____
- _____

7. Briefly describe the neighborhoods and communities served by the school.

Cahokia High School serves the southwestern Illinois communities of the Village of Cahokia (population 15,241), Centreville (pop. 5309), Alorton (pop.2500), and Sauget (pop. 225), in St. Clair County (statistical info in this section from 2010 US Census and other demographic resources). Population has declined about 8% in past 10 years. Median household income 2006-2010 in Cahokia was \$32,219 with 30.3 % of persons below poverty level; Centreville \$27,681 with 35.4% below poverty level; Alorton \$19,732 with 47.9% below poverty level, compared to the Illinois state average of \$55,735, with 12.6% of persons below poverty level. Low income rate for CHS in 2010-2011 was 85.2%. This year, under the new guidelines, 100% of CHS students qualify for free/reduced meals. Unemployment rate is 2 times that of the state. The free meals at school are the most substantial, regular, or only meals that many students get. Racially, Cahokia is 34.3% white/62.2% black/2% Hispanic; Centreville 1.8% white/ 96.6% black; Alorton 0.7% white/97.2% black - compared to statewide 71.5% white/14.5% black/15.8% Hispanic. The percentage of high school graduates in the community is 78% - state 86.2%. Percentage of community with a Bachelor's degree or higher is 8.5% - state 30.3%. Many students live in single-parent, usually the mother, homes. Many families do not have the resources (including computers - 74% have a computer in the home, only 60% have home internet access) or practical knowledge to best help their students succeed academically. In 2008-2009, 85 district students and their families were homeless for at least part of the school year; 153 students in 2009-2010; 111 students in 2010-2011; and 197 students in 2011-2012. CHS student mobility rate is 35.9%. Violence and crime must be dealt with regularly, as is peer pressure to engage in such activities. Crime risk index for assault, rape & burglary in the community is more than twice that of the state; the murder risk index in Centreville is 10 times that of the state. Gangs are active in the community; 20% of CHS students have been identified as gang-affiliated. Teen pregnancy is an issue - 24 CHS girls currently have children, including 2 at the Freshman Academy; and 14 are currently pregnant (out of 538 girls). For many students, the school is the safest, most supportive environment in their lives. Motivation varies greatly among CHS and district students. For some students, a good education and performing well academically are important, and they are motivated to overcome these socio-economic and other challenges. For others, there is often a sense of not caring - or not understanding - about the value of education or the steps necessary to succeed.

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.

Positive Impact: The district has conducted a number of community forums on issues such as academic achievement, school uniform policy, discipline, truancy, building referendum. The district web-site now has parent and student access, but this needs to be more fully developed with teachers inputting information; and the web-site itself needs to be updated and improved. Email and phone contact with parents has been used more frequently. There has been good feedback about these efforts. District staff has been understanding about financial constraints. A new superintendent, lead principal, associate principal & assistant principal at CHS are expected to bring positive change. The Freshman Academy and its new principal should continue to provide transition support, early warning for at risk students, and targeted interventions.

Negative Impact: Bond referendums to build a new high school have failed twice - CHS is in a dangerous state of disrepair. State funding has decreased, which is especially problematic since the district does not have a substantial local tax base. Teachers and staff have had to accept pay freezes for 3 years, and funds for education support are insufficient to provide the resources and services necessary. The national and state economic downturn has hit this community especially hard. Low income and poverty continue to be daunting issues, as do crime and gang activity. There is a high mobility rate of 35.9% and a general decline in enrollment. But, there have been 120 high school special education students move into the district in the past 3 years, which requires the district to provide additional services. Attendance rate continues to be in the mid-80s%.

DISTRICT NAME AND NUMBER
CAHOKIA CUSD #187

REGION, COUNTY, DISTRICT, TYPE CODE
50-082-1870-26-0000

NAME OF SCHOOL
CAHOKIA HIGH SCHOOL

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
2005-present	Adopted textbooks that are vertically aligned for English, math, science, social studies, voc.ed., Spanish, special ed. Provided after-school tutoring in Academic Lab from 2:30 to 4:30 2005-2008 Tue., Wed., Thur.; 2009-present Tue., Thur.	Not implemented with fidelity Not mandatory, low budget, inconsistent attendance, compete with SES	
2005-2008	Various Professional Development to improve instructional strategies and techniques.	Not sustained or job-embedded; new program each semester.	Targeted interventions. Math scores improved. But, computers removed and placed in another school and PLATO discontinued by Central Office without consulting with math teachers or principal.
2005-2008	Math computer lab and PLATO math software.		Advanced learning, improved performance, and increased enrollment in these courses.
2006-present	Developed and added AP courses to curriculum in English, calculus, history, statistics, and biology.		Improved community relations, and awareness, importance, and enjoyment of reading.
2007-present	Annual Reading Night open to entire community.		
2007-2008	Gave EXPLORE, PLAN, ACT prep tests.	Data not analyzed or effectively used except by math teachers.	
2008-present	Summer reading program for AP and Honors students. Adopted system to check and report number of credits toward graduation for all students beginning in 9th grade.	Not mandatory, so low participation rate.	Improved graduation rates and IEP monitoring.

DISTRICT NAME AND NUMBER AHOKIA CUSD #187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26-0000	NAME OF SCHOOL CAHOKIA HIGH SCHOOL
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Part II. School Performance - Data and Analysis (continued)

School Improvement Efforts – Previous and Current

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
2009-present	Provided high school Instructional Coach.	Low attendance rate and chronic truancy remain issues, although some improvement. Training and monitoring of truancy staff and improved communication with and engagement of parents and families necessary.	Teachers using suggestions of coach.
2009-2012	Increased efforts to reduce truancy and improve attendance, including additional truancy/home liaison staff, truancy meetings with students and parents, phone calls to homes of absentees. Implemented efforts to improve preparation for and performance on ACT/PSAE, including ACT Night, PSAE Saturdays, in-class PSAE performance incentives. Implemented PBIS system. Use of AutoSkills, Skills Tutor, Accelerated Reader.	Not mandatory, low attendance, and participation not consistent. Initially lack of teacher/staff buy-in, although some gains are being seen.	Some improvement in reading, but math performance still down since switch from PLATO to Skills Tutor. Freshman Academy has been good for transitions, interventions. No benefit seen at 10th grade center.
2010-present	Use of additional formative assessments to improve student performance and provide early interventions: ISTEPP, Cambridge EXPLORE, PLAN, ACT. SES after-school tutoring.	Not mandatory, low attendance.	Interventions being provided. Still evaluating data on performance benefits.

DISTRICT NAME AND NUMBER: AHOKIA CUSD #187
 REGION, COUNTY, DISTRICT, TYPE CODE: 50-082-1870-26-0000
 NAME OF SCHOOL: CAHOKIA HIGH SCHOOL

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

School Improvement Efforts – Previous and Current

1. 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
2010-present	Provided high quality, job-embedded professional development to English and math teachers, including curriculum alignment, instructional strategies, assessments. External coaches. Provided literacy and math assistants, reading teachers, and RTI Implemented co-teaching program in 4 classes. Implemented transition and placement initiatives - 8th to 9th grade - including AutoSkills for 8th grade math and reading, and EXPLORE for 8th grade science. ALEKS program for math.		Good teacher engagement. Teachers gaining research-based successful strategies and instructional tools. Coaches are resource for principals, modeling for teachers. Additional staff working well with teachers. Interventions and targeted support being provided to students. Teachers collaborating well. Students assimilating. Performance benefits still being evaluated. Performance benefits still being evaluated.
2011-present	Math pull-out to provide individualized support. ACT/PSAE prep class during school day for selected students. Cross-curricular teaching - math/culinary arts; biology/PE; English/reading strategies with all curricula. Incremental instructional strategies - interactive learning using technology.		Pilot program, still being evaluated, initial evidence of growth in student learning. Pilot program, student frustration level in classroom noticeably decreased. Pilot program for math and reading/language arts. No data yet to evaluate success. New pilot program still being developed. New pilot program still being developed.
	Ripple Effects - computer-based social, emotional, behavior support being utilized in in-school supervision center.		New pilot program being used by limited number of students. Still being evaluated.

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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 (<http://iirc.niu.edu/>) in the 2011 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 all students who tested as proficient or better on the state assessment test for reading and mathematics.

PSAE		2009	2010	2011
Grade 11	Reading	23.0	27.6	14.9
Grade 11	Mathematics	16.7	16.0	9.4

11. Using the 2011 state assessment data, what is the percentage of students in each subgroup who tested proficient or better on the state assessment test (PSAE) for reading and mathematics?

PSAE – Grade 11

Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Native American	English Language Learners	Special Education
Reading	NA<10 students	14.6				2.8
Mathematics	NA<10 students	8.8				2.7

12. Using the 2011 state assessment data, what is the student participation rate on the state assessment in reading and mathematics by student subgroup?

PSAE – Grade 11- Participation Rate

Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Native American	English Language Learners	Special Education
Reading	NA<10 students	96.7				90.9
Mathematics	NA<10 students	96.7				90.9

2011 GRADUATION RATE (HIGH SCHOOLS ONLY)

All Students	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Native American	English Language Learners	Special Education
78.5	83.3	78.0				87.2

ENGLISH LANGUAGE PROFICIENCY

Enter the percentage of limited English proficient students who attained English language proficiency.	2009	2010	2011
	Not Applicable	Not Applicable	Not Applicable

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

SCHOOL INFORMATION			
	2009	2010	2011
Number of minutes within the school year	60,720	60,720	60,720
Student attendance rate (%)	82.3	85.7	84.0
Student mobility rate (%)	24.0	20.7	35.9
Discipline Incidents	1448	1476	1769
Truancy rate (%)	29.4	28.0	17.0
High School Dropout rate (%)	4.2	2.0	2.4
High School Graduation rate (%)	74.6	95.8	78.5

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	46/415 11.1%	49/422 11.6%	70/379 18.5%
Number and percentage of students who completed the International Baccalaureate (IB) classes	Not Offered	Not Offered	Not Offered
Number and percentage of students who completed advance mathematics	70/415 16.7%	65/422 15.4%	54/379 14.2%
Number of high school students who completed both advanced coursework and dual enrollment classes	Dual not offered	Dual at 10th gr.	Dual at 10th gr.
College enrollment rate (%)	NA	NA	NA
Teacher attendance rate (%)	91%	93%	94%
Distribution of teachers by performance level on LEA's teacher evaluation system.	90%exc/10%sat	98%exc/2%sat	83%e14%s2%u

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

Please respond to the following questions based on the analysis of the above school performance data.

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

On the 2011 PSAE 14.9% of 201 ALL students, 14.6% of 192 black students, 30.8% of 26 non-low income students, 12.6% of 175 low income students, 17.6% of 165 non-IEP students, and 2.8% of IEP students met state performance standards in Reading. And 9.4% of ALL students, 8.8% of black students, 26.9% of non-low income students, 6.8% of low income students, 10.9% of non-IEP students, and 2.7% of IEP students met state performance standards in Math. No CHS student exceeded state standards in any subject.

In general, the students who meet course achievement expectations are those who have a high attendance rate, are engaged in the classroom, are self-motivated and/or motivated by active and involved parents and families, do not have school discipline issues, and whose parents have attained higher levels of education and/or appreciate and instill the value of education and high achievement. A much larger number and percentage of students must be motivated, encouraged, supported, and learn to achieve.

14. What patterns of achievement are evident over time?

There has been a persistent level of low achievement on the PSAE, and the achievement gaps shown on the 2011 PSAE above have also been relatively steady (although the number of low income students tested has steadily risen from 63 in 2006 to 175 in 2011; and the number of IEP students tested has risen from 19 in 2006 to 37 in 2011). The graduation rate has remained in the mid 70's% (the reported 95.8% in 2010 was incorrect). The attendance rate has remained in the mid 80's%. The truancy rate has declined from 29.4% in 2009 to 17% in 2011. The number of discipline incidents has increased from 1448 in 2009 to 1769 in 2011. Student mobility rate, which had been in the low to mid 20's% spiked to 35.9% in 2011. The number of students taking AP coursework has increased to an AP enrollment of 70 students in 2011. The number and percentage of students completing advanced mathematics has decreased from 70 of 415 students (16.7%) in 2009 to 54 of 379 students (14.2%) in 2011. Some CHS students do, however, continue their education past high school to community colleges, 4 year colleges, and trade and vocational schools, although specific data is unavailable at present.

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

On the PSAE, students are experiencing low achievement on both Reading and Math. Both Reading and Math scores were higher in 2009 and 2010 than in 2011. The Work Keys part of the PSAE has been a particular challenge for CHS students. In school coursework, overall student achievement tends to be low in all subjects, but is more evident in Math and English/Language Arts since these are the subjects that must be taken for 3 and 4 years, respectively.

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

85.2% low income students; generational poverty; non-traditional families (many single-parent, half-siblings, or foster homes); low education level of parents and community members; often low educational expectations; 35.9% student mobility rate; 23.2% special education students; high number of discipline incidents; 91.5% black student population / 7.3% white student population; 17% truancy rate; 84% attendance rate; 78.5% graduation rate; 20% identified gang affiliation; teenage pregnancies and unwed students with children.

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?

Past efforts included programs that were not mandatory for all students (Academic Lab, PSAE prep, summer reading) or which were implemented for a limited period of time (pre-2009 sporadic professional development), resulting in low or inconsistent student attendance/participation, and a minimum of staff buy-in. Parent programs/communication were not structured or emphasized to achieve maximum engagement. Data has not been properly analyzed or effectively used especially at CHS. Current grant-funded programs have added literacy assistants, math assistants, and reading teachers to work with students targeted for interventions. A data system and effective data analysis and use is being implemented. Basic skills software programs (9th grade AutoSkills, Accelerated Reader, Skills Tutor; 11th grade ALEKS) have improved performance. Establishing a Freshman Academy should improve transitions and early-warning for at-risk students. Summer Jump Start for freshmen should be effective for those who attend. High quality job-embedded PD is being successfully implemented. But a bold, comprehensive initiative is vitally needed to transform CHS.

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.

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Part III – District Level Capacity Analysis

District Level: Policies, Procedures and Practice Analysis

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

Teachers and Leaders

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

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

The District will grant and support additional operational flexibility to the principal by adopting and implementing policies that provide more autonomy, discretion, flexibility, and accountability over items like budgets, staffing, and calendar.

The District and Union have met and agreed to establish and implement a system providing more operational flexibility to the principal in the areas of staffing, placement, and evaluation of teachers, as well as to extend the school day and student learning time. Currently, the collective bargaining agreement provides for teacher bidding on open positions based on seniority with proper certification, and it also establishes a defined number of hours in the school day. Both the District and the Union recognized the importance of, and have negotiated changes to the CBA to provide for an extended school day with increased student learning time and collaboration time; the most effective placement of teachers and staff; and for an evaluation system based on the Charlotte Danielson framework that aligns with new state legislation, which takes into consideration data on student growth, teacher performance, observations, and other elements, and which is designed to provide early feedback and opportunities for improvement, to reflect performance over a specified period, and to provide for the professional growth of all personnel. A committee has developed an effective extended schedule for implementation. A Memorandum of Understanding has been negotiated and drafted for approval by the District and the Union to provide for all the above.

The District must also examine and strengthen its staffing plan to include early identification of staffing needs, aggressive recruitment, early effective interviews, participation at career fairs, strengthened relationships with universities, and hiring and retention incentives that will lead to the hiring, placement, development, and retention of highly effective teachers, school leaders, and other staff. The District will promote programs such as student loan forgiveness, and opportunities such as National Board Certification with a plan for reimbursement of the cost of certification, and will develop incentives for those who achieve this distinction.

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Instructional and Support Strategies

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
<p>Our district uses data to drive decisions and targets resources and ongoing support to low-performing students in the neediest schools. <u>Considerations:</u> Data exist to support the decision to allocate resources towards a particular service, material, equipment, etc.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Our district has in place a well defined plan for supporting the ongoing need for data collection and analysis to support and drive instructional needs for continuous improvement and/or the need for interventions. <u>Considerations:</u> Personnel, school data teams, professional development, communication.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>District ensures that:</p> <ul style="list-style-type: none"> ▫ Curriculum ▫ Assessment ▫ Instructional Practices <p>lead to equitable educational opportunities and outcomes for all students in its neediest schools. <u>Considerations:</u> There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Our district ensures instructional practices are aligned with assessment practices to measure student progress. <u>Considerations:</u> Grade-level benchmarks, progress monitoring, job embedded professional development.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Our district continuously monitors curriculum to make certain it supports instructional practices that are responsive to student needs. <u>Considerations:</u> There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Teachers are competent in and use a variety of differentiated teaching strategies that meet the needs of all students. <u>Considerations:</u> The district ensures that research-based instructional strategies are implemented. Ongoing professional development is available and provided based on teacher input. Coaches are provided to assist teachers in utilizing instructional practices that best meet the needs of their students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Intervention strategies, supports, and extended learning opportunities are in place for all students who struggle academically. <u>Considerations:</u> Conducts extensive analysis of achievement gaps and develops strategies to address gaps.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

Use of data to drive decisions has begun, but systems will be improved and PD training implemented to make data collection & access user friendly, analysis and use more effective. School Leadership and Instructional Teams will be formed that will review, analyze, disseminate, and use data to drive decisions on resource allocation; instructional needs for continuous improvement, interventions, and early warning.

Curriculum will continue to be aligned vertically and to state common core standards. Curriculum guides, and course-level and grade-level benchmarks will continue to be developed and implemented. Assessments aligned to curriculum will continue to be developed. Instructional practices will be aligned with assessments using formative and interim assessments, benchmarks, progress monitoring, PD.

On-going, job-embedded PD will be provided to all content area teachers, and research-based instructional practices and strategies implemented with fidelity.

Instructional coaches will be provided. Math assistants and literacy assistants will be provided.

Achievement gaps will be analyzed and strategies developed to address gaps.

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Time and Support

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

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

The District has the authority to modify calendar activities to include lengthening the school day or increasing the number of days required for student attendance. The District and Union have negotiated a modification to the collective bargaining agreement that will provide for extended learning time for students, and collaboration and PD time for teachers. The new schedule also provides for common plan time for subject area teachers. Both the District and Union were committed to reaching an agreement, believing that extended time for instruction in all content areas, and additional time for collaboration and professional development training will substantially raise student achievement. The agreement also provides increased compensation for the extended day, and for the development of other financial incentives related to student achievement, increased opportunities for career growth, and more flexible work conditions.

The District recognizes the need, and is willing, to give capable leaders the freedom necessary to bring about bold change to improve student learning, performance, and outcomes. Policies and procedures will be examined, strengthened, developed and implemented to provide this flexibility.

National Staff Development Council standards are currently used to guide professional development efforts. However, the process for assessing the professional development needs of the staff must be examined and strengthened to consider data and staff input. High quality, ongoing, job-embedded professional development must be provided to teachers in all content areas to support continued improvement. An extended school day and adjustments to teacher schedules will provide common planning time, collaboration time, and additional professional development time for teachers; and the District will examine other opportunities to provide high quality, effective options and time for PD.

Communication to families, staff, and the community must be examined and strengthened. The District must increase parent and community involvement, and improve communication to parents and the community through the District and school web-pages, interactive and parent/student access web-page, by telephone, mail, newsletters, e-mail, and through personal contact. The District is examining, and needs to develop and strengthen a means for other technology-based communication with parents and students such as cell phone and text alerts and messages. A School Leadership Team will be formed to monitor and assist in the school improvement process and to improve communication with the staff, parents, and community. Communication to provide ongoing information and updates on school improvement efforts and issues that impact staff, students, parents and the community, and to encourage and receive feedback is critical to the implementation of necessary interventions.

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Governance

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

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

Cahokia CUSD #187 has made the commitment to take extreme action to transform Cahokia High School and other failing schools in the district, and has the support of the Board of Education, Cahokia Federation of Teachers, staff, parents and community. Realizing that bold change is necessary, and as part of providing action and strong support to effect that change, the Board of Education on 4/16/2012 placed the Superintendent on administrative leave pending a hearing for her removal scheduled for 5/24/2012. An Acting Superintendent was appointed, and a search has begun for a Superintendent to provide strong and effective leadership for the District, including support for the transformation interventions at CHS. Further, the Board accepted the resignation of the Principal of CHS Main effective 1/30/2012. The Assistant Director of Curriculum and Instruction for High School was appointed as principal for the remainder of the school year. A search, interview, and hiring process was begun, which included the active participation and input of our Lead Partner, Cambridge Education LLC, and resulted in the 5/2/2012 hiring of a new Lead Principal for CHS to provide leadership in transforming it into a high performing school.

The Acting Superintendent, Director and Assistant Directors of Curriculum and Instruction, Director and Assistant Director of Special Education, have all participated in the Needs Assessment and grant application process, including the development of the extended school day and increased learning time, and other objectives and strategies. The Board of Education has also been regularly informed and actively engaged in the grant application process. In past and current school improvement efforts, the Board and Central Office have provided resources and support, as available and economically feasible. The Board recognizes the immediate need for bold changes to significantly improve student learning and performance, and is committed to supporting the implementation of the Transformation intervention model and the objectives and school strategies in this grant proposal by; examining policies and procedures, and modifying them as necessary; providing technical assistance and accountability measures; providing personnel and instructing District offices and departments to provide assistance; providing other systemic support.

Potential Lead Partners have been researched, interviewed, and consulted, and Cambridge Education LLC has been chosen to be the Lead Partner when this grant is awarded. Cambridge has the experience and a proven record of providing the support and services necessary to turn around schools like Cahokia High School with similar student demographics. It also has the staff, resources, and commitment required to provide the assistance we need, and will be jointly accountable for the success of the transformation efforts. Cambridge has been engaged in the Needs Assessment process, the interview and hiring of the new Lead Principal at CHS, and in the development of the transformation intervention plan.

The District has effectively worked with the ROE, Respro and others in efforts to improve student outcomes. Examples include collaboration with the Respro consultant on the Rising Star program; the ROE math resource consultant working with math teachers and assistants; 6 math and 3 science teachers taking part in the ROE greenSTEM program to use technology in math and science classrooms; a consultant from SIU Edwardsville working with the science department to improve instructional strategies; seeking and receiving the assistance of the IFT/AFT to implement a mentoring program and to develop a new evaluation system.

There must be ongoing and improved communication with all stakeholders about the goals, objectives, strategies, and change necessary to effectively implement, monitor, improve, and sustain this plan.

A new governance structure dedicated to implementation and success of the intervention has been developed to be effective and operational when the grant is awarded. The governance structure will address and coordinate the school improvement initiatives, including working with the lead partner, coordinating the efforts of the district transformation team and school leadership team, and providing other support to Cahokia High School.

Part IV: Determining the (Best Fit) Intervention Model for School (continued)

Intervention Model Analysis

Note: Detailed explanations of the intervention models are provided in the U.S. Department of Education's Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (March 1, 2012), pages 27 to 42, at http://www2.ed.gov/programs/sif/legislation.html#guidance.

- 1. Based on the Characteristics of Performance and Capacity tables, rank order the intervention models that seem the best fit for this school. This is only a crude estimation of the best possible model, but it is a place to start.

Best Fit Ranking of Intervention Models

- A. Best Fit TRANSFORMATION
B. Second Best Fit TURNAROUND
C. Third Best Fit RESTART
D. Fourth Best Fit CLOSURE

- 2. Now answer the questions on the following pages for the intervention model the team considers the best fit and the model the team considers the second best fit.
3. Review the questions for the other two intervention models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.
4. Once the intervention model has been selected for this school, enter the LEA's decision on the FY 2013 SIG 1003(g) LEA Application (Attachment 2) and the Individual School's Application Cover Page (Attachment 7).

CAHOKIA HIGH SCHOOL: SCHOOL PROPOSAL NARRATIVE

Cahokia High School is part of Cahokia CUSD #187, a consolidated K-12 district that serves the southwestern Illinois communities of Cahokia (population 15,241), Centreville (pop. 5309), Alorton (pop. 2500), and Sauget (pop. 225) in St. Clair County. Median household income in the district is \$30,000 compared to a state average of \$56,000, and more than 30% of residents live below the poverty level. In recent years, there has been an 8% decline in population, and a rise in single parent homes. The percentage of high school graduates in the community is 78% compared to the state average of 85%, and only 8.5% of the residents have a Bachelor's degree or higher compared to 30% in the state. The community has a low tax base, with numerous TIF districts in the areas that do have businesses and industry, which severely impact the amount of local tax dollars coming into the public schools and limits the ability of the district to implement large-scale school reform strategies without significant grant funding.

The district is committed, however, to implementing a bold, comprehensive improvement strategy that will transform Cahokia High School, as well as other schools in the district, into high performing schools and to substantially raise student achievement. As part of taking the extreme action necessary to effect the needed change, the Board of Education on 4/16/2012 placed the superintendent on administrative leave for performance-related issues pending a hearing for her removal on 5/24/2012. A search has begun for a superintendent to provide strong and effective leadership for the district, including support for the transformation at Cahokia High School. Further, the board accepted the resignation of the principal at CHS Main effective 1/30/2012. A search, interview, and hiring process that included the active participation and input of our Lead Partner resulted in the hiring of a new Lead Principal for Cahokia High School, effective July 1, 2012, to provide the needed leadership in transforming CHS into a high performing school.

bold changes to substantially improve student performance, and the climate and culture at the school. There is strong support from all stakeholder groups for the implementation of the transformation model. There is district level and school capacity to implement the transformation interventions. Students at CHS will benefit from improvements brought about through school transformation, including an extended school day and increased learning time; a data-driven and research-based instructional program; operating flexibility to enable the lead principal and school to address issues related to the CHS and the students; a new evaluation tool for teachers and principals; professional development and teacher collaboration opportunities; and other improvements.

Why other models were not chosen: Since CHS is the only high school in the consolidated Cahokia district, closure was not an option. There are no other high schools in the district or in the area able to add our student population. Stakeholders did not believe a restart under a CMO or EMO would be best for the students in our communities. A charter school in Cahokia was tried, but closed a number of years ago due to lack of community support. Because the district does not currently have an efficient recruiting and hiring system, the challenges of replacing 50% of staff would be overwhelming, and there are no other high schools in the district at which to place current teachers, the turnaround model was only considered the second best fit. The strategies of the Transformation model will best meet the needs for improving student achievement at CHS.

B. Role of Lead Partner

The Lead Partner, Cambridge Education LLC, will take an interactive, cooperative role in the transformation of Cahokia High School. Cambridge has been involved with the design of the CHS transformation plan by meeting with school, district, and teacher union representatives to outline plan priorities and policy needs. Cambridge has demonstrated their commitment to the students of Cahokia High School and will provide support in almost all aspects of the transformation plan.

School Proposed Activities

General

- Culture and Climate
- Support Services
- Professional Development
- Communicating Vision



**"Create the urgency and buy-in among school leaders
needed to move forward" (Lane, 2008, p.23).**



15-016-299-025 | Chicago Public Schools | Chicago Vocational Career Academy High School

The Office of School Turnaround (OST), 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 School Turnaround and the building Principal hold ultimate accountability for student achievement at the school. See *Appendix I.C for OST Job Descriptions.*

Name	Title	Organization	Funding	% On Site
Randel Josserand	Director of School Turnaround (Interim)	Office of School Turnaround	CPS	25%
TBD	Instructional Support Specialist	Office of School Turnaround	SIG	100%
TBD	Instructional Support Specialist	Office of School Turnaround	SIG	100%
TBD	Data Analyst (0.5 FTE)	Office of School Turnaround	SIG	100%

The Principal will oversee all aspects of the School Improvement, with support from the Director of OST. All Office of School Turnaround staff report to the Director of OST. 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 (*refer to section A.II.3 of the LEA SIG Application for OSI hiring process and see Appendix I.C for Job Descriptions.*)

Title	Unit	PercentOn-Site	Reports To
On-Track Coordinators (2)	CVCA	100%	Assistant Principal
Academic Department Chairs (6)	CVCA	100%	Assistant Principal

Section II: Proposed Activities

Section II.A The majority of funds requested through this SIG application will support initiatives and staff positions geared towards increasing the school's overall academic and instructional performance. Funds will be allocated to improve teacher performance through extended professional development, subject specific academic coaches and specialists, as well as support from freed Academic Department Chairs that can devote more time to providing coaching and curriculum support. Funds will also be allocated to improve student performance through On-Track Coordinators that will keep students on pace to graduate, before and after school Credit Recovery programs and additional technology for Blended Learning and enhancing College Readiness Skills. A Dual Enrollment program will also allow for increased student performance by creating a college going culture through the College Bridge program.

Additional funds will be allocated towards behavior based initiatives, mostly revolving around engagement with partner organizations City Year, Youth Guidance, Black Star Project and Ada S. McKinley to provide tutoring and mentoring and to promote attendance.

Finally, funds will be allocated towards attendance-specific initiatives such as before and after school interventions, attendance and truancy prevention programs and college and career exposure and post-secondary supports.

All of these will be augmented by the inclusion of a Data-Strategist (0.5 FTE) to provide direct data analysis and support to the school in support of the Priorities and Rhythms, as well as a summer program for incoming freshman to support a smooth and successful transition into life at CVCA (*see Appendix II.A for the School Improvement Plan*).

Section II.B Establishing a positive learning climate is crucial for improving student learning outcomes. The Office of School Turnaround (OST) will ensure the implementation of comprehensive systems for student attendance, student management & discipline, student engagement, student incentives, Safe Passage, student counseling, and college & career counseling. These systems, fully detailed as components of the CPS Whole School Improvement Model, are designed to work together to promote a safe and healthy learning environment for students.

As part of the Model, CVCA staff will undergo extensive training in new security models such as a formalized system of Hall Sweeps and de-escalation of student misbehavior. While a seemingly simple task, clearing the hall ways during class periods and ensuring that all students are in appropriate areas within the school is no small task and has proven successful in keeping school order and ensuring that students feel safe. Student safety is also addressed through the CPS Safe Passage Program, as well as through increased security on school grounds (including training for all security staff), extensive professional development for deans on Response to Intervention (RtI) models, and increased supports for students during misconducts. CPS Turnaround schools use the *Boy's Town Well-Managed Classroom* discipline techniques to ensure that solely punitive and/or aggressive methods are not pursued to address

student misconduct, but rather that the root cause of the misconduct is sought out. The multi-layered approach of Well-Managed Classroom gives students and teachers alike the chance to build respect and have clear classroom and school guidelines that also increases overall school safety.

Following comprehensive systems like Hall Sweeps and Well-Managed Classroom sets **high expectations for behavioral competencies of all students**. Despite whatever previous learning environments the students are used to, in CPS Turnaround schools, respect within in the classroom is required. **Equally high expectations for academic competencies of all students** are also required. CVCA will start working on raising student expectations even before they begin their CVCA careers through programs like “Freshman Jump Start” that promotes a smooth and successful transition for incoming freshman and on-track programming throughout high school to ensure that students are keeping up with all the necessary classes/credits to graduate. Before and after school credit recovery, tutoring, and mentoring programs will assist in bringing students who are behind up to speed, and support will continue all the way through to junior and senior year. Students at all grade levels will also be provided access to college and career exposure and postsecondary planning supports. By instilling the expectation for all students to go to college, and providing them with opportunities such as transportation for college visits and job shadows/internships and relationship building with successful community members and alumni, the message will be sent early and consistently that every student can – and is expected to – achieve. In-school and out-of-school student development will be augmented by strategic partnerships with outside organizations such as City Year, Youth Guidance, Black Star Project and Ada S. McKinley to provide additional tutoring and mentoring as well as attendance and post-secondary planning support.

Statistics have proven that attendance alone is a key indicator of academic success. If students are not in class, they cannot learn. Therefore, before and after school interventions for academics and attendance will also be supported through funds from this SIG application, as well as attendance and truancy prevention supports.

All of this is done so that **instruction responds to student needs** (from a behavioral and academic standpoint). Moreover, instruction at CVCA will follow a specific *Understanding by Design* model (Wiggins & McTighe) that is also known as Backward Design. Backward Design allows teachers to start their classroom planning with the end goals of instruction in mind – what do we want students to learn? what skills do we want them to have? – and then work to design unit plans that meet those end goals. This method of curriculum planning allows for more strategic classroom instruction, often times required when working with students that are at diverse levels of knowledge and engagement.

Section II.C CVCA has full access to the district’s Instructional Management Program and Academic Communications Tool (IMPACT), which is a comprehensive suite of student information and curriculum management technology systems. This system includes an on-line gradebook and has the ability to produce reports from its warehouse of all student achievement data. To build the capacity of the current staff in data-informed decision making, OST will allocate a highly-trained Data Strategist (0.5 FTE) to CVCA. The Data Strategist will provide direct data analysis and support the school’s Priorities and Rhythms. S/he will also provide ongoing operational management of school-based data systems and will provide detailed reports for each school team, tracking individual and group progress on all key performance indicators. Finally, the Data Strategist will provide intensive training, coaching and support to staff in order to enhance their ability to access reports and utilize the data they contain. Teachers will use data to improve student learning and ensure curriculum alignment, while Student Development and Intervention staff will analyze data to intensely monitor effectiveness of student attendance, behavior and social/emotional supports (*see Appendix II.C for Data Analysis Protocol*).

Section II.D Student learning will be improved through effective curriculum and instruction practices in teaching to the Common Core State Standards (CCSS), which provide a consistent, clear understanding of what students are expected to learn.

The previously mentioned Backward Design curriculum planning process allows teachers to ensure that every step of the way **curriculum is aligned to Common Core State Standards and includes clear**

The answers to these questions will help guide teachers to know what to do next in their classes and for their students. This data will also help teachers set SMART goals or “Specific, Measurable, Attainable, Results-Oriented, and Time-Bound” learning goals for their students.

Data will be analyzed within 48 hours in order to immediately begin to address any issues that the data reveals. Data will be shared with fellow teachers, specialists and Academic Department Chairs in order to ensure objectivity and holistic comprehension of the data collected. The data derived from interim assessments will guide teachers’ lesson plans, unit plans, and teacher-created tests. The data will also allow teachers to target specific students that need additional assistance, improving the skills of those specific students. Plans to implement instructional practices are selected based on data.

Section II.E The foundation of the teaching and learning team is the CVCA Instructional Leadership Team (ILT) who meets weekly with the primary role of helping to lead the school’s effort of supporting academic enhancements. The explicit goal of raising student achievement for all students and narrowing achievement gaps guides ILT decisions about the school’s instructional program.

Considering CVCA’s goal of preparing students for 21st century college and career success, and the rising need for students to understand how to use technology to stay on par with their peers, **using and integrating technology-based supports and interventions** is a CVCA priority. Funds allocated in this SIG application will go towards multiple avenues of technology support, including iPad carts that will allow for real-time Blended Learning to occur in classrooms, as well as additional laptop carts and other items as needed. Blended Learning units will be integrated into several CVCA courses beginning in the 2012-2013 including Algebra I, Algebra II and English I. In addition, all students will learn technology fundamentals in the 9th grade as part of their career pathways introductory coursework (ECSS’ Foundations in Information Technology or CTE’s College and Career Readiness Foundations course). **Establishing small learning communities**, or “pods” for both students and staff are an important component of progress monitoring. Student advisories allow students the opportunity for a “home-base” within the school and during the school day to address concerns and create a sense of community within

the school. Teacher/administrative groups of grade-level pods provide the opportunity to monitor students across subject matters and areas of interest. For example, if a student is doing well in Math but poorly in English and having discipline problems in English, grade-level pods can address what might be working in Math, not working in English and have the counseling/CARE Team staff there to add support if needed. Teachers are also part of weekly meetings with their departments, as well as with their course teams, both of which facilitate **periodic reviews to ensure curriculum and learning supports are being implemented with fidelity.**

For students that need additional supports to meet basic credit requirements, identified either through grade-level pod meetings or by another means, CVCA will **provide opportunities for credit recovery.** Credit recovery opportunities will be provided both before and after school, with personnel dedicated to assisting the students in their efforts, and will also use an online platform further integrating the use of technology into the day-to-day education of CVCA students. When merely recouping credits is not enough and the need for **programs for basic skills remediation** is required, CVCA has multiple avenues planned for working with students to acquire needed skills that this SIG application can help sustain. Partnerships with City Year, Youth Guidance, Black Star Project and Ada S. McKinley provide much needed tutoring assistance for students at every grade level. Also included in this SIG application are additional supports for an intensive reading program – Read 180 – that quickly elevates the skill deficiencies of selected students and a vendor that prepares and enhances college readiness skills embedded in the social sciences for sophomore and junior social science classes. Support for the social sciences also promotes enhanced reading and analytical skills that carry over into all course work. Finally, as part of its early college high school vision CVCA will be supporting a dual enrollment “College Bridge” program that will create a college going culture and accelerate students toward post-secondary success. In College Bridge, students will be able to enroll in courses – core academic and career pathway focused – at nearby colleges that will also count towards their high school requirements. This will be the ultimate test of skill acquisition for CVCA students.

Regardless of supports in place for credit recovery, skills remediation or college preparation, the school must catch students who need these services before it is too late (i.e., they have lost too many credits to catch up, they drop out, they do not have basic skills needed to succeed after high school); thus, **establishing early warning systems** for at-risk students is an essential component to the whole school programming. To that end, extensive systems will be put into place to ensure that no students are lost. Before and after school interventions for academics and attendance, with staff focused on tutoring, mentoring, and assisting students who are struggling will be supported through additional staff and program funding. Attendance and truancy prevention methods will be implemented, including a parent call center where personnel will conduct daily phone calls to prevent course tardies, cuts and school absences. Two (2) On-Track Coordinators will be hired to facilitate grade level teams meeting, reviewing data, and keeping every student on track to graduate. Individual Graduation Plans will be developed, and implementation supported by the On-Track Coordinators. And, CVCA's community partnerships will not only work on tutoring and mentoring, but will also instill in students the importance of attendance towards academic success.

Section II.F One of the ways that CVCA will organize to ensure that every student has a pathway to success is through instructional rounds. Instructional rounds allow for routine **screening for deficits in academics and behavioral functions**. Instructional rounds were derived from the process of rounds used in the medical field. Educators come up with a specific Problem of Practice (PoP) that may be hindering students from achieving. With the philosophy that the experts come from within the building, teachers and administrators are then able to identify what is working by observing classrooms and collecting evidence for a specific problem of practice. After completing the rounds, the observers debrief the process by sharing and analyzing descriptive evidence and determining the next level of work. Instructional rounds are different than traditional classroom walk-throughs. Where walk-throughs come with the stigma of being evaluative, instructional rounds are objective, active learning experiences for the participants. The instructional rounds process allows for collective learning by a group of professionals.

By doing instructional rounds, teachers develop a common language, norms, and mutual accountability. They are able to assess their progress towards an initiative, define the next level of work, and reflect on their own practice. Through this process, teachers and schools develop professional learning communities that understand what high quality teaching and learning looks like. “Instructional Rounds is most effective as an accelerant to systemic improvement when it moves from being an additional activity to being the work.” (City, Elmore, Fiarman & Tietel, 2009, p. 184)

CVCA will also have an **intervention** team in place called the CARE Team that targets social-emotional needs and learning. CARE teams are school-based groups, the core members of which are counselors, social workers, the school psychologist, administrators, and a mental health consultant who come together on a scheduled basis to collaborate on finding solutions to the problems of at-risk students and families. In addition to the core CARE team members, other stakeholders, including deans, student advocates, mentors, and other community-based agencies that provide support to CVCA students, are invited to engage in student-based discussions. The CARE Team, and their partners, will work to address students’ mental health and behavioral health concerns that manifest in the school setting and interfere with school performance. The CARE Team is an important part of the Response to Intervention (RtI) framework put in place by the Lead Partner (OST). RtI is a framework that is based on the principle that all students can learn; it is student-focused, data-driven and based on educational practices that are proven to be effective. It is designed around a multi-tiered system of prevention and interventions that uses all educational resources in a unified approach to address student needs proactively. The CARE Team focuses on supporting the three-tiered behavioral RtI model. Tier I includes universal strategies that are provided to all students in the building. Within Tiers II and III, programming includes group counseling, mediation, individual counseling, case management, and other specialized services for the approximately 20% of students whose behavioral health needs are not being met within the Tier I universal strategies. These services assist the student to have an opportunity for success.

Section II.G As a part of CVCA's commitment to its students is a commitment to its teachers. **On-going, high quality job embedded PD** is provided to teachers through the support of the Office of School Turnaround. Specialists (Teaching & Learning and Student Development & Intervention) augment the supports already in place by providing services including, but not limited to: additional professional development, one-on-one coaching with teachers, curriculum development support, and assistance with data and progress monitoring. Specialists are a key part of the **process to identify individual staff needs, monitor implementation, and make modifications**. Another key component to this ongoing system of monitoring and modification are partially "freed" Academic Department Chairs (ADC) who only teach 1-2 classes in order to have the rest of the day free (Reading, Math, Science, English and Social Science). ADCs have the ability to direct the majority of their time to providing direct coaching support to teachers and to facilitate curriculum alignment and professional development as needed.

Professional development opportunities for teachers are provided over the summer, as well as throughout the school year through OSI-led teacher "EXPOS" and professional learning community (PLC) meetings. In addition to the already in-place professional development framework with which OST will support CVCA, this SIG application will provide CVCA with additional funds for extended time PD to support school wide teaching and learning professional development, focusing on Response to Intervention supports, curriculum alignment, data analysis and NS differentiated instruction.

All CVCA professional development will be catered towards **to individual student needs** as evidenced through the emphasis on a multi-layered approach to **collaborative staff efforts**. Staff do not merely meet occasionally to discuss curriculum. On a weekly basis, administrators and teachers meet to discuss students and student performance to ensure that instruction is both horizontally and vertically aligned:

- Department Meetings: Teachers meet once a week with their entire department for 1 ½ hours to discuss vertical alignment of courses across grades and subject matters
- Course Team Meetings: Teachers meet once a week with their course counter parts for 1 ½ hours to ensure that each individual subject is being well supported and to trouble shoot any subject-based issues that may arise. This prolonged structured common planning time gives teachers the ability to work with their peers to make the courses even better for students.

- **Grade Level Pods:** Every Wednesday afternoon of a full five day week, grade level pods meet to discuss horizontal alignment of student needs across subject matters and discipline. Teachers, counselors, etc. meet in order to provide holistic solutions for student issues as they arise.
- **Instructional Leadership Teams (ILT):** The ILT consists of the Academic Department Chairs, Assistant Principals and Principals. The ILT meets once a week to go over school data, using the data to direct any changes needed to instruction or school initiatives.

Section II.H Communication The Communication Plan for CVCA was unique from the other schools included in this application since the data clearly indicated this school would be a candidate for “turnaround” through reconstitution. A series of community meetings was held throughout the Fall in the community, culminating in a recommendation to the Board in December 2011 that CVCA be a turnaround school. A continuation of public meetings culminated in Board action in late February 2012 to reconstitute CVCA for 2012-13 and assigned OST as the Lead Partner. At that point involvement of the current CVCA staff in planning stopped, and a national search ensued for new leadership culminating in the selection of Doug Maclin as Principal. Mr. Maclin had been placed at CVCA in September of 2011 as Principal, so the transition was seamless as he quickly assembled a new leadership team who have been deeply engaging the community, along with the Lead Partner. A new School Improvement Plan has been developed and the team are “incubating” the new school separate from the exiting staff.

The school will be purposeful about informing the community through **Monthly School Improvement Progress Reports** sent home to parents/guardians through the mail and available on-line, in English and Spanish detailing components of the plan and progress being made, including a transparent report of school student achievement metrics. The entire CVCA staff and community will receive updates on school progress via the School Improvement Progress Reports, status reports for their designated fields, quarterly highlights and displayed posters and banners. Parent and stakeholders will remain actively involved in implementing and monitoring the School Improvement Plan through monthly **Local School Council (LSC)** meetings. Comprehensive **opinion surveys** of stakeholders (*students, teachers, support partners*) will be conducted after execution of key initiatives and at the end of each semester, to further inform school improvement plans. The school also intends to keep the primary stakeholder, the students of Bowen,

informed through monthly updates in Advisory period classes and extensive involvement with the **Student Council**. Led by the Principal and Student Council, a special **Welcome and Outreach Program** is being established to ensure new students, parents, and staff are fully welcomed into the Bowen school family.

Section III: Timeline & Budget

Section III / A. The budget for CVCA's School Improvement Grant is supplemented by supports beyond those provided to other CPS high schools. All funding for the school is computed on a per-pupil basis, with full budget authority transferred to the school. The district is providing an additional \$314,090.00 in supports per school through the Office of School Improvement, and Office of School Turnaround. The district also plans to allocate financial supports of over \$1,000,000 from *Race to the Top 3*, to ensure the successful launch of ECSS.

Section III / B. The Office of School Turnaround (OST) has prepared an aggressive timeline to implement the School Improvement Plan (SIP). OST utilizes a formalized project management approach, and will provide a half-time **Project Manager** (0.5 FTE) on-site to ensure the SIP will be implemented according to plan and risks managed. An outline of the School Improvement Project Plan is attached (*see Appendix II.A for the School Improvement Plan and III.B for the Implementation Timeline*).

School Timeline and Budget

General

- Budget
- Timeline



parent and student access web-page, telephone, cell phone and text messaging alerts, mail, newsletters, e-mails, and personal contacts. This will include outreach to connect with hard-to-reach families. The School Leadership Team will also assist providing ongoing information and updates on school improvement efforts and issues that impact staff and students. Parents, students, and community members will serve on a District Transformation Team that will meet quarterly to monitor progress on the CHS transformation.

Goal 3 of the SIG is that CHS will improve school culture and climate and to engage all stakeholders. Objectives included in that goal are improved communication systems, to strengthen relations with social service agencies including referrals for students and families.

Section III: Timeline & Budget

A. Budget Attachments 9 and 9A

Attachments 9 and 9A are completed and attached.

The budget is directly related to the full and effective implementation of the required and permitted activities of the transformation plan described. The budget has been developed to address the needs of all students at CHS as those needs are identified in the Needs Assessment. The expenditures will advance the overarching goal of improving student performance. The required reports under this grant will substantiate these expenditures as reasonable and necessary.

The district will align other resources with the SIG grant funds to leverage the transformation intervention, including the use of Title I funds, general state aid funding, and other district resources. These other funding sources will be used for some personnel, equipment, materials, and services. For instance, Title I funds will be used to pay the salary and benefits of: 4 full-time certified math assistants; 4 full-time certified literacy assistants. The district will use funds from the special education budget to pay the salary and benefits of the social workers assigned to CHS. The district has entered into a district-wide contract for student data management and reporting services that will support CHS and the

transformation initiative and be paid through district funds. Other foundation, corporate, and government grant opportunities that support the activities of the transformation will be sought. Current district administrative, teaching, paraprofessional, technology, attendance, secretarial, maintenance and other personnel and resources will also support the transformation. The alignment of resources will benefit the sustainability of the intervention.

B. Timeline for Implementation and Monitoring

A **Timeline** describing implementation of the activities of the transformation is in **Appendix A**. This details activities related to implementation and monitoring, and highlights the activities that have been described in previous sections of this Narrative. **Appendix K** is detailed a **Sustainability Timeline** for the plan. In addition, the **Objectives in Attachment 4** and **School Strategies in Attachment 8** indicate target dates, and the information in those Attachments is consistent with and supports the timelines.

Initial Budget Amendment (No. _____) Individual School Budget

FISCAL YEAR: **13** SOURCE OF FUNDS CODE: **-13** REGION, COUNTY, DISTRICT, TYPE CODE: **50-082-1870-26-0000** SUBMISSION DATE: **05-11-2012**

SCHOOL NAME: **Cahokia High School** DISTRICT NAME AND NUMBER: **Cahokia Unit School Dist. #187**

CONTACT PERSON: **Judy Smith** TELEPHONE NUMBER (Include Area Code): **618-444-2707**

E-MAIL ADDRESS: **smithjud@stclair.k12.il.us** FAX NUMBER (Include Area Code): **618-332-3744**

FY 2013 ARRA
 School Improvement Grant - Section 1003(g)
 Budget Summary and Payment Schedule
 Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536

INDIVIDUAL SCHOOL BUDGET - YEAR 1: IMPLEMENTATION

ISBE USE ONLY	
PROGRAM APPROVAL DATE AND INITIALS	
TOTAL FUNDS	
CARRYOVER FUNDS	
CURRENT FUNDS	
BEGIN DATE	06/30/2013
END DATE	

Instructions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at http://www.isbe.org/funding/pdf/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, 2012, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)		EMPLOYEE BENEFITS (4)		PURCHASED SERVICES (5)		SUPPLIES AND MATERIALS (6)		CAPITAL OUTLAY** (7)		OTHER OBJECTS (8)		NON-CAPITALIZED EQUIPMENT** (9)		TOTAL (11)
		(Obj. 100s)		(Obj. 200s)		(Obj. 300s)		(Obj. 400s)		(Obj. 500s)		(Obj. 600s)		(Obj. 700s)		
1	1000	Instruction	322960		123349				41000		23999					511308
2	2110	Attendance & Social Work Services	75780		36711		1387									113878
7	2210	Improvement of Instruction Services	199979		87486		4078		5000		2400					298943
8	2220	Educational Media Services														0
9	2230	Assessment & Testing			16303		12687									75615
10	2300	General Administration (5% limit)														0
11	2400	School Administration														0
13	2520	Fiscal Services*														0
15	2540	Operation & Maintenance of Plant Services														0
16	2550	Pupil Transportation Services														0
18	2570	Internal Services*														0
19	2610	Direction of Central Support Services														0
20	2620	Planning, Research, Development & Evaluation Services														0
21	2630	Information Services														0
22	2640	Staff Services*														0
23	2660	Data Processing Services*														0
24	2900	Other Support Services														0
25	3000	Community Services														0
26	4000	Payments to Other Districts or Government Units														0
28	Total Direct Costs		645344		263849		18152		46000		26399		0		0	999744
30	TOTAL BUDGET															999744

* If expenditures are shown, the indirect costs rate cannot be used.
 ** Not applicable to all grants, and in no instances can Capital Outlay and Non-Capitalized Equipment or Facilities Acquisition & Construction Services be included in the indirect costs application.

Date: 5/11/12 Original Signature of Superintendent/Authorized Official: [Signature] Date: _____ Original Signature of ISBE Division Administrator, Innovation and Improvement: _____

FY 2013 ARRA School Improvement Grant - Section 1003(g)
 INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN - YEAR 1: IMPLEMENTATION

SCHOOL NAME: Cahokia High School DISTRICT NAME AND NUMBER: Cahokia Unit School Dist. #187 REGION, COUNTY, DISTRICT, TYPE CODE: 50-082-1870-26-0000 DISTRICT NCES #: 1708040 SOURCE OF FUNDS CODE: -13

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, 2012, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY ** (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT ** (9)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	
1000	Stipends for 71 teachers to extend the school day for all students (71 teachers @\$4000 = \$284,000)	284000							284000
1000	Benefits for 71 teachers to extend the school day TRS Health (\$4374), TRS 2.2 (\$1647), TRS Federal (\$79,662), TRS (\$28,088), Medicare (\$4118) Total: \$117,889		117889						117889
1000	Stipends for 15 paraprofessionals to extend the school day for all students (15 paras @ \$2000 = \$30,000)	30000							30000
1000	Benefits for 15 paraprofessionals to extend the school day for all students FICA (\$1860), IMRF (\$3600) Total: \$5460		5460						5460
1000	Substitutes for English Dept. to participate in Professional Development (8 teachers x \$70 per sub x 8 days = \$4480) Substitutes for Math Dept. to participate in Professional Development (8 teachers x \$70 per sub x 8 days = \$4480) Total: \$8960	8960							8960
1000	Portable Computer Lab @ \$23,999 (Lab contains 31 laptops @ \$559 (\$17,329), 1 notebook cart @ \$1,399, 31 Microsoft Office @ \$56 (\$1,736), 31 extended warranties @ \$95 (\$2,945), Shipping @ \$590 Total: \$23,999					23999			23999

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Individual School Budget

**FY 2013 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN - YEAR 1: IMPLEMENTATION**

SCHOOL NAME Cahokia High School	DISTRICT NAME AND NUMBER Cahokia Unit School Dist. #187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26-0000	DISTRICT NCES # 1708040	SOURCE OF FUNDS CODE -13
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Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, 2012, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY ** (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT ** (9) (Obj. 700s)	TOTAL (11)
1000	Plugged in to Reading Supplemental Program for Special Education classrooms (9-12) 4 units @ \$9,000 Total: \$36,000				36000				36000
1000	Incentives for student achievement and attendance (school supplies, flash drives, snacks, etc.) (\$5,000)				5000				5000
2110	Salaries for 2 Retention/Dropout Intervention Specialists 2 @ \$37,890 = \$75,780	75780							75780
2110	Benefits for 2 Retention/Dropout Intervention Specialists FICA (\$4,698), IMRF (\$9,094), Medicare (\$1,099), Medical (\$20,640), Dental (\$1,120), People Resource (\$60), Total: \$36,711		36711						36711
2210	Workman's Comp. (\$.1387)			1387					1387
2210	Salary for English/Language Arts Instructional Coach	60135							60135
2210	Benefits for English/Language Arts Instructional Coach TRS Federal (\$16,868), TRS Health (\$926), TRS 2.2 (\$349), Medicare (\$872), Medical (\$6,840), Dental (\$560), Life (\$21), People's Resource (\$30) Total: \$26,466		26466						26466
2210	Salary for Math Instructional Coach	74709							74709
2210	Benefits for Math Instructional Coach TRS Federal (\$20,956), TRS Health (\$1,151), TRS 2.2 (\$433), Medicare (\$1,083), Medical (\$6,840), Dental (\$560), Life (\$21), People's Resource (\$30) Total: \$31,074		31074						31074
2210	Salary for Instructional Technologist	60135							60135

INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN - YEAR 1: IMPLEMENTATION

SCHOOL NAME Yahokia High School	DISTRICT NAME AND NUMBER Cahokia Unit School Dist. #187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26-0000	DISTRICT NCES # 1708040	SOURCE OF FUNDS CODE -13
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Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, 2012, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY ** (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT ** (9)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	
2210	Benefits for Instructional Technologist TRS Federal (\$16,868), TRS Health (\$926), TRS 2.2 (\$349), Medicare (\$872), Medical (\$10,320), Dental (\$560), Life (\$21), People's Resource (\$30) Total: \$29,946		29946						29946
2210	Laptops for 2 Instructional Coachs, Instructional Technologist, and Transformation Project Manager 4 x \$600 = \$2,400					2400			2400
2210	Build Your Own Curriculum Software (to align curriculum with common core) \$1000 set-up fee, \$1000 subscription fee, \$2.00 x 1039 students (\$2,078) Total: \$4,078			4078					4078
2210	Supplies for Professional Development Activities (professional books (\$1,500), binders (\$500), copy paper (\$1500), chart paper and markers, etc. (\$1,500)				5000				5000
2210	Beginning Teacher Induction and Mentoring Program 5 1st year teachers (\$500 stipend each = \$2,500) 5 trained mentors (\$500 stipend each = \$2,500) Total: \$5,000	5000							5000
2230	Salary for Data Manager/Sustainability Coordinator	46625							46625
2230	Benefits for Data Manager/Sustainability Coordinator FICA (\$2,891), IMRF (\$5,595), Medicare (\$676), Medical (\$6,840), Dental (\$271), People's Resource (\$30) Total: \$16,303		16303						16303

FY 2013 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN - YEAR 1: IMPLEMENTATION

SCHOOL NAME Cahokia High School	DISTRICT NAME AND NUMBER Cahokia Unit School Dist. #187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26-0000	DISTRICT CODES # 1708040	SOURCE OF FUNDS CODE -13
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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY ** (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT ** (9)	TOTAL (11)
		(Obj, 100s)	(Obj, 200s)	(Obj, 300s)	(Obj, 400s)	(Obj, 500s)	(Obj, 600s)	(Obj, 700s)	
2230	Workman's Comp. for Data Manager/Sustainability Coordinator (\$853)			853					853
2230	Assessments for Progress Monitoring AIMS - Web \$6 x 1039 students = \$6,234 Cambridge Testing (Explore, Plan, ACT) Scoring \$5,500, Shipping \$100 Total \$5,600 Total: \$11,834			11834					11834

APPENDIX A

TIMELINE FOR IMPLEMENTATION AND MONITORING

TIMELINE

TASKS

YEAR MONTHS
J U L Y

- Begin aligning curriculum
- Additional Math courses for intervention and enrichment are developed
- Additional Reading/LA courses for intervention and enrichment are developed
- District in conjunction with the Lead Partner will hire a Transformation Project Manager
- District will hire eight math/lit assistants (funded through Title I)
- District will hire 3 Instructional Coaches
- District will hire a Data Manager/Sustainability Coordinator
- District will hire Retention Dropout Intervention Specialist
- District will alter policy and procedures regarding h.s. discipline to align with the intven. plans.
- Staff hired and in place for next school year
- Instructional Coaches will receive training in mentoring staff, data analysis, and other PD as needed
- Counselors will place students into classes using the curriculum flow chart
- A calendar of parent/community events for the school year is created
- Targeted students placed in intervention classes for Math and Reading
- District and High School begin aligning curriculum
- District and School Leadership Teams are developed

AUGUST 2011

- Professional Development survey administered
- Tardy Intervention Plan is implemented
- Department Meetings will be held to analyse previous end of year data on students
- Staff receives training on PBIS strategies
- Common Plan Time will utilized for collaboration
- PD and job-embedded training in changing culture and climate to increase student learning
- Hire Social Worker to help provide emotional, educational and social needs of the students
- District will alter policy and procedures regarding h.s. discipline to align with the intven. plans.
- CHS begins implementing an effective communication system
- Parent/Community Calendar is distributed to community stakeholders
- Lead Principal will analyse the data from the Climate and Culture Survey
- School Leadership Team will develop a plan to improve the climate and culture of the school
- Coaches will model working collaboratively with individual teachers
- Social Worker will receive a list of target students to meet with
- School Leadership Team will meet weekly
- District Leadership Team will meet at the end of the month to evaluate the start of the school year

TIMELINE

Extended Learning opportunities and Student Support before and afterschool are developed
Attendance and Tardies are monitored closely
Retention Dropout Specialist begin making home visits as mandated
Information on the district Webpage is communicated to parents

SEPTEMBER

Instructional Coaches begin observations
Align curriculum to Common Core Standards
Begin scheduling Professional Development based on needs survey
Coaches (District and Lead Partner) will begin modeling and monitoring PD strategies
Staff will implement (with support) the researched-based instructional strategies
Common Assessments given and data entered
Students identified and given additional support
Social Worker will develop plan to increase targeted students' attendance and adjustment to school
School Leadership Team will meet weekly
Lead Principal will continue to address climate and culture of the school
Staff will have two early dismissal meetings to collaboratively discuss student data/performance, interventions
Transition Project Manager will develop agendas for the SIG release meetings
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Extended Learning and Student Support opportunities before and afterschool are implemented
Identify attendance/tardies issues
Departments meet together at least once weekly on common plan time to collaborate by subject
Coaches work with Special Education teachers to make sure the curriculum is parallel to the regular education classes
Data Manager/Sustainability Specialist searches and applies for grants
Special Educ. Teachers will make sure teachers have ALL student accommodations necessary
Staff will collaborate in SIG release meeting
Freshmen counselors will meet with each student
Counselors will work with Data Manager to track graduates to see what post secondary plans are pursued

OCTOBER

Math/English Instructional Coach will model lessons for teachers and staff
Align curriculum to Common Core Standards
Lesson Logs will be kept over modeled lessons
Collaboratively use common plan time to improve student achievement and share ideas of best practice
Coaches will assimilate data and benchmark assessments identified
Extended Learning opportunities and Student Support before and afterschool are monitored

TIMELINE

Administration will monitor climate and culture
Coaches will monitor and assist staff with instructional strategies
Benchmark Assessments given and data collected
Students identified and given additional support
Use Crystal Reports and Skyward to use reports and manage necessary data to make informed decisions
Parent meeting is held to encourage parental support
School Leadership Team will meet weekly
Lead Principal will continue to address climate and culture of the school
All teachers will engage in individual professional learning on critical thinking and best practices
Attendance and tardies monitored closely
Using survey results the Lead Principal will make interventions to help alter the climate and culture
Social Workers will meet with referred students to support student performance
Teachers will collaborate during the SIG release meetings
Implementation of the aligned curriculum is monitored
PD for staff training on the assessment system
Math and English Department will begin developing benchmark assessments
Teachers will implement instructional strategies to engage the students
District Leadership Team will meet at the end of the month to evaluate the school year
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Data will be used to identify students with attendance/truancy issues
Collaborative Department meetings will be held to analyse student data and identify student needs
Teachers and Departments will discuss IEP students performance as a whole class and a subgroup
Freshmen counselor will discuss the merits of AP classes

NOVEMBER

PBIS Training will be given to teachers and other strategies for improving student engagement
Coaches will be on site to monitor and assist staff
Instructional Coaches will observe teachers using strategies
Teachers will engage in individual professional learning on critical thinking and common core students
ALL pertinent school information will be communicated through e-mail, phone, newsletter, and website
Collaboratively use common plan time to improve student achievement and share ideas of best practice
Common assessments are given in math and reading and data is analysed
Students are targeted and given additional support as needed based on the data collected
Monitor the schools attendance rate and tardies closely
Classroom walkthroughs will be conducted by coaches

TIMELINE

Data will be used to identify students with attendance/truancy issues
Monitor students targeted with attendance issues
Implementation of the aligned curriculum is monitored
Align curriculum to Common Core Standards
Monitor students targeted as needing additional support
School Leadership Team will meet weekly
Departments will provide multiple pathways for students to enroll in AP classes
Lead Principal will continue to address climate and culture of the school
Extended Learning and Student Support opportunities before and afterschool are monitored
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Social Workers will meet with referred students to support student performance

DECEMBER

Students attendance will increase as a result of interventions put in place the first semester
Staff will use research based-instructional strategies to implement the Common Core Standards throughout the curr.
Complete alignment of curriculum
Social Workers will meet with referred students to support student performance
Teachers will implement instructional strategies to engage students in active learning
Special Education will meet with the teachers to discuss interventions based on data
Staff will collaborate in SIG release meeting
Benchmark Assessments will be given and data analysed
Collaboratively, Departments will use data to target students for interventions for the second semester
Attendance and Tardies are monitored closely
Lead Principal will continue to address climate and culture of the school
Staff will collaborate in SIG release meeting
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
School Leadership Team will meet weekly
Extended Learning and Student Support before and after school will be monitored

JANUARY

Data base for tracking contacts will be developed
High School Instructional Technology Coach will provide PD on computer and other technology programs
Coaches will monitor and assist staff with instructional strategies
Using surveys and interventions student referrals will decrease
Student ISSC and OOSS will decrease
PD for staff to be trained on the assessment system

TIMELINE

Implementation of aligned curriculum will be monitored
Attendance and Tardies are monitored closely
Instructional coaches will model best practices
Coaches will determine needed professional development of the staff
Use data collected on students from the 2011-2012 school year to select necessary PD
Data Manager/Sustainability Coordinator will search for and apply for grants
Parent workshop held to help parents learn how to support their students and plan long range goals
Monitor attendance and tardies
Lead Principal will continue to address climate and culture of the school
Social Workers will meet with referred students to support student performance
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
School Leadership Team will meet weekly
Extended Learning opportunities and Student Support before and afterschool are monitored

FEBRUARY

Teachers will explain the benefits of AP classes to their college bound students
Coaches will monitor teachers and student engagement
More people are visiting the school website
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Social Workers will meet with referred students to support student performance
Extended Learning opportunities and Student Support before and afterschool are monitored
Lead Principal will continue to address climate and culture of the school
Attendance and tardies monitored closely
Benchmark Assessments are developed
Data from Benchmark Assessment is analyzed and students targeted for intervention
District Leadership Team meets to discuss the progress of the school
Data Manager/Sustainability Specialist searches and applies for grants
School Leadership Team will meet weekly
Implementation of the aligned curriculum is monitored

MARCH

Review courses and evaluate outcomes. Make changes as needed
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Extended Learning opportunities and Student Support before and afterschool are monitored
Evaluate if lengthening the school day helped increase student achievement
Attendance and tardies monitored closely

TIMELINE

Data Manager/Sustainability Specialist searches and applies for grants
Social Workers will meet with referred students to support student performance
Implementation of the aligned curriculum is monitored
School Leadership Team will meet weekly
Lead Principal will continue to address climate and culture of the school

APRIL

Teachers will complete the two lesson studies for the 2012-2013 school year
High School Technology Instructional Coach will monitor teachers integrating technology in the classroom
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Social Workers will meet with referred students to support student performance
Attendance and tardies will be monitored closely
Implementation of the aligned curriculum is monitored
Extended Learning opportunities and Student Support before and afterschool are monitored
Common assessments are given in math and reading and data is analysed
Students are targeted and given additional support as needed based on the data collected
School Leadership Team will meet weekly
Lead Principal will continue to address climate and culture of the school
Data Manager/Sustainability Specialist searches and applies for grants

MAY

Students will show improvement on benchmark assessments
Evaluate if the students are on track to graduate
Social Workers will meet with referred students to support student performance
District Leadership Team will meet to discuss the progress of the school
Implementation of the aligned curriculum is monitored
Social Workers will evaluate if the support meetings had any effect on students' performance or attendance
Courses are restructured or created and interventions established to meet the needs of targeted students
Coaches will work with the Special Education Department to identify targeted students
Lead Principal will continue to address climate and culture of the school
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Evaluation system will be developed between the union and the district
School Leadership team will develop transition program for the 2013-2014 incoming freshmen
Data Manager/Sustainability Specialist searches and applies for grants

JUNE

Courses will be completely aligned to Common Core Standards

TIMELINE

Assessments will be aligned to the curriculum
PD on critical thinking and best practices will be completed
Evaluate teacher implementation of strategies learned from PD
Evaluate if tardies decreased 33% for the school year
Evaluate the records from attendance and truancy visits
Analyse data for student growth
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals

JULY

Additional Reading/LA courses are developed to meet the needs of all students
Additional Math courses are developed to meet the needs of all students
An increase in the number of IEP students in regular education classrooms

AUGUST 2013

Data will be used to identify programs for students who need intervention transferring from grade school to high school
Curriculum will be reviewed and monitored
Continue to utilize the Crystal Reports to analyse, monitor and track students' progress
Survey to assess PD needs and culture and climate of the school
Use data to schedule PD and training for teachers
Utilize Data to identify students with attendance and tardy issues
Teachers will implement curriculum with fidelity
100% of teachers will attend department meetings
Lead Principal will analyse the culture and climate surveys
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Extended Learning opportunities and Student Support before and afterschool are monitored
Attendance and tardies monitored closely
School Leadership Team will meet weekly
Implementation of aligned curriculum is monitored

SEPTEMBER

Utilize Data to identify students with attendance and tardy issues
A calendar of parent and community meetings is established
Regularly schedule parent meetings will be held
Staff will continue to use research based instruction
Implementation of aligned curriculum is monitored
Coaches will walkthrough to assess student engagement
Coaches will continue to monitor staff on implementing best practices

TIMELINE

School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Extended Learning opportunities and Student Support before and afterschool are monitored
Attendance and tardies monitored closely
School Leadership Team will meet weekly
District Leadership Team will meet to discuss the start of the school year
Counselors will continue to track graduates

OCTOBER

Teachers will see an increase in scores on quarterly assessment
Continue job-embedded profession development
Continue common benchmark assessment
Continue instructional strategies to engage the students in active learning
Implementation of aligned curriculum is monitored
In house data system will be used to drive instruction
Benchmark Assessments given and data entered
Students identified and given additional support
Continue working closely with Special Education to ensure students are receiving accommodations
Collaborative work by Departments to improve student achievement
Utilize Data to identify students with attendance and tardy issues
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Attendance and tardies monitored closely
Teachers Implement Common Core Standards into lessons
Students identified and given additional support
School Leadership Team will meet weekly
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals

NOVEMBER

Benchmark Assessments Analyzed and students identified
Targeted students identified and given addition support
Coaches will continue to monitor staff on implementing best practices
Common Assessment will be given and data analysed
Attendance and tardies monitored closely
Implementation of aligned curriculum is monitored
Targeted students will be identified and given additional support
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
School Leadership Team will meet weekly

TIMELINE

Extended Learning opportunities and Student Support before and afterschool are monitored

DECEMBER

- 80% Students will meet on benchmark assessments for the semester
- Teachers are using instructional strategies to engage students
- Attendance rates of students whose parents were notified will increase
- Continue to meet with Special Education teachers to ensure students pass classes each semester
- Attendance and tardies monitored closely
- Benchmark Assessment given and data entered
- Implementation of aligned curriculum is monitored
- Targeted students not passing the semester will be referred to the counselor for further intervention
- Lead Principal continues to monitor the culture and climate of the school
- School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
- School Leadership Team will meet weekly
- Extended Learning opportunities and Student Support before and afterschool are monitored

JANUARY

- Student scores on common assessments will increase
- Targeted students whose grade point average falls below 75% will be assigned a mentor
- Coaches will determine needed P.D. for the staff
- Teachers will continue to impliment the instructional strategies
- Teachers will impliment curriculum with fidelity
- Lead Principal continues to monitor the culture and climate of the school
- School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
- Extended Learning opportunities and Student Support before and afterschool are monitored
- Attendance and tardies monitored closely
- Implementation of aligned curriculum is monitored
- School Leadership Team will meet weekly
- District Leadership Team will meet to discuss the progress of the school year

FEBRUARY

- Website access by parents increase
- Parent meeting held
- Lead Principal continues to monitor the culture and climate of the school
- Extended Learning opportunities and Student Support before and afterschool are monitored
- Common Assessments given and data entered
- Students targeted for additional support based on data

TIMELINE

School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
School Leadership Team will meet weekly
Attendance and tardies monitored closely

MARCH

Department continue to collaborate and make adjustments to student instruction based on assessments
Parents of mentored students are notified when student gains adequate progress
Parent Meeting held in regards to High Stakes testing and what it means for the student
Attendance and tardies monitored closely
Extended Learning opportunities and Student Support before and afterschool are monitored
Benchmark Assessment given and data entered
Students targeted for additional support based on data
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Implementation of aligned curriculum is monitored
School Leadership Team will meet weekly
Lead Principal continues to monitor the culture and climate of the school
Lead Principal continues to monitor the culture and climate of the school
Attendance and tardies monitored closely
Implementation of aligned curriculum is monitored
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
District Leadership Team will meet to discuss the progress of the school year
School Leadership Team will meet weekly
Extended Learning opportunities and Student Support before and afterschool are monitored

MAY

80% increase in number of students achieving on benchmark assessments
Staff will analyze data to determine student growth
Staff will use data to determine student needs
10% increase of students on track for graduations
Implementation of aligned curriculum is monitored
Extended Learning opportunities and Student Support before and afterschool are monitored
Attendance and tardies monitored closely
Teachers and Principals are evaluated using the developed pilot evaluation system
Lead Principal continues to monitor the culture and climate of the school
School Leadership Team will meet weekly
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals

TIMELINE

June District will contact with local social agencies to provide services for identified pregnant/parenting students
District Leadership Team will meet to discuss the progress of the school year
Attendance data will be reviewed to analyzed needs
Data analyzed to ascertain if student attendance increased by 33%
Data analyzed to see if student removal from classes decrease in second semester
Data analyzed to determine the % of students meeting or exceeding in rigorous classes
Data analyzed to determine if # of D's and F's have decreased
100% of evaluated staff will have piloted the new evaluation tool for all staff
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
School Leadership Team will meet

JULY Students are targeted based on analyzed data
Targeted students placed in interventions
P.D providers are contacted
P.D schedule is developed

AUGUST 2013 Transition program held for incoming freshman
Parents of students with previous attendance and tardy issues contacted
Student attendance at beginning of school year increases to 95%
100% of teachers will attend department meetings
Implementation of aligned curriculum is monitored
Lead Principal continues to monitor the culture and climate of the school
Attendance and tardies monitored closely
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Extended Learning opportunities and Student Support before and afterschool are monitored
District Leadership Team will meet to discuss the progress of the school year

SEPTEMBER Staff will continue to meet to discuss student data/performance, teaching strategies, and interventions
Teachers will write lessons to reflect Common Core strategies
Attendance and tardies monitored closely
Teachers will meet collaboratively weekly by department
Coaches and staff will develop and discuss lessons
Lead Principal continues to monitor the culture and climate of the school
Sp Ed Department will disseminate IEP accommodation to regular ed. teachers

TIMELINE

Calendar of Community meetings established
Extended Learning opportunities and Student Support before and afterschool are monitored
Implementation of aligned curriculum is monitored
Teachers receive P.D.
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Counselors will continue to track graduates post-secondary experiences

OCTOBER

Benchmark Assessments given and data entered
Students targeted and interventions established
Lead Principal continues to monitor the culture and climate of the school
Interventions implemented
Attendance and tardies monitored closely
Coach logs reflect observations of all teachers
Implementation of aligned curriculum is monitored
Extended Learning opportunities and Student Support before and afterschool are monitored
Teachers will discuss IEP assessment data to determine interventions needed
Student scores will increase 20% on quarterly assessments
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals

NOVEMBER

Coaches monitor and assisting classroom teachers with implementing curriculum with fidelity
Parent meeting held
Attendance and tardies monitored closely
Parent participation in conferences increases 25%
Lead Principal continues to monitor the culture and climate of the school
Extended Learning opportunities and Student Support before and afterschool are monitored
District Leadership Team will meet to discuss school progress
Implementation of aligned curriculum is monitored
Common assessments given
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals

DECEMBER

Student attendance data analyzed to determine if on pace to reach goal
Lead Principal continues to monitor the culture and climate of the school
Sp Ed will meet with classroom teachers to discuss intervention based on data
Attendance and tardies monitored closely

TIMELINE

80% of student will meet or exceed on benchmark assessments
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Extended Learning opportunities and Student Support before and afterschool are monitored
Implementation of aligned curriculum is monitored

JANUARY

High School will see increase of 10% in student attendance from December
Lead Principal continues to monitor the culture and climate of the school
Implementation of aligned curriculum is monitored
Attendance and tardies monitored closely
Extended Learning opportunities and Student Support before and afterschool are monitored
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals

FEBRUARY

Prenatal/parenting workshop held
Lead Principal continues to monitor the culture and climate of the school
Implementation of aligned curriculum is monitored
District Leadership Team will meet to discuss school progress
Attendance and tardies monitored closely
Extended Learning opportunities and Student Support before and afterschool are monitored
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals

MARCH

Parent and Community meeting held
Lead Principal continues to monitor the culture and climate of the school
Attendance and tardies monitored closely
Implementation of aligned curriculum is monitored
Students participating in afterschool programs
Departments continue to collaborate and make adjustments to student instruction based on assessments
School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals
Extended Learning opportunities and Student Support before and afterschool are monitored

APRIL

Training for RTI strategies will be completed
Attendance and tardies monitored closely
Implementation of aligned curriculum is monitored
Lead Principal continues to monitor the culture and climate of the school
Extended Learning opportunities and Student Support before and afterschool are monitored

TIMELINE

School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals

MAY

New evaluation system will be used for 100% of Teachers and Principals scheduled to be evaluated

Students will increase quarterly assessment scores by 20%

Extended Learning opportunities and Student Support before and afterschool are monitored

Lead Principal continues to monitor the culture and climate of the school

Implementation of aligned curriculum is monitored

Attendance and tardies monitored closely

District Leadership Team meets to discuss school progress and continuation of the current plan

School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals

JUNE

Data will be analysed to ascertain if target of 33% reduction in tardies was achieved

Data analysed to determine if targeted students referred to social workers had an increase of 10% in attendance

School Instructional Leadership Team will meet to discuss the schools progress towards reaching our goals

District Leadership Team will meet to finalize plans to move into the Sustainability Mode of Transformation Model

APPENDIX K

SUSTAINABILITY TIMELINE

YEAR

DATE

TASKS



S U S T A I N A B I L I T Y S U S T A I N A B I L I

Transition Program for incoming freshmen
 Parent workshops continued
 Data system in place
 High School attendance improved creating an increase in district funding
 Increase the number of enrichment classes
 Reduce the number of intervention programs due to lack of need
 Common Core Standards in place and facilitated with fidelity
 Intervention programs continued to be provided for identified students
 School and District Leadership Teams will continue to collaborate
 Social Workers continue working with local agencies to promote success
 Continue to foster relationships with local colleges and Universities
 School Instructional Team will continue to meet
 Teacher evaluation system implemented district wide
 Recruitment of highly qualified staff in a timely manner
 Mentoring program continues
 Review courses and evaluate outcomes. Make changes as needed
 Continue search for additional funding to support programs
 Post secondary tracking of students will continue

Use data to evaluate district status
 Use of data to make informed decisions about students, staff, and community needs
 Transition Program for incoming freshmen
 Career Education development for students will begin at elementary
 Mentoring programs for new teachers continued
 Community Center Program expanded
 Expanded community service opportunities for students
 Continue to foster relationships with local colleges and Universities
 Training for new teachers as needed / training for existing teachers as needed
 Continue search for additional funding to support programs
 Parent workshops continued
 Parent workshops assessed for effectiveness
 Teacher Leaders will assume additional leadership roles
 Student graduates will serve as mentors to underclassmen

JULY 2015 -
JUNE 2016

JULY 2016 -
JUNE 2017

2016 - 2017

7
T
Y

Evaluation tool reviewed updated as needed
Post secondary tracking of students continues
School and District Leadership Teams will continue to collaborate
Social Workers continue working with local agencies to promote success
School Instructional Team will continue to meet

Evaluate district and school progress
Transition Program for incoming freshmen

Use parent workshop model at high school to implement at other schools

Continue to foster relationships with local colleges and Universities

Use student input to develop course offerings to align with needs and interests

Continue use of data to make informed decisions

Mentoring program continues

Teacher Leaders will assume additional leadership roles

Student graduates will continue to serve community by mentoring students

Continue to search for additional funding to support programs

Parent workshops continued (pending review)

School and District Leadership Teams will continue to collaborate

Social Workers continue working with local agencies to promote success

