PUBLIC HEARING TO CONSIDER THE PROPOSED RECONSTITUTION OF WILLIAM W. CARTER ELEMENTARY SCHOOL

MAY 2, 2013

COMMENCING AT 5:30 P.M.

MARGARET FITZPAGTRICK, ESQUIRE

HEARING OFFICER

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CHICAGO PUBLIC SCHOOLS CPS

125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21, 2013

Parent or Guardian of a Student at
William W. Carter Elementary School
5740 S. Michigan Ave.

Re: **Proposed Reconstitution of William W. Carter Elementary School**

Dear Parent or Guardian:

As Chief Executive Officer of the Chicago Public Schools (CPS), I am committed to ensuring that every child in every neighborhood receives a high-quality education that prepares them to succeed in college, career, and life.

From investments in early childhood education and a full school day to ensuring there are strong principals and teachers in our schools, we are working each and every day towards achieving that goal and doing everything we can to make sure Chicago's children will thrive and succeed.

Part of that is making sure that every child can attend a school that has the supports and resources needed to help every student flourish. To do so requires some very difficult but necessary choices to boost the academic achievement of our kids.

Over the last 6 years, William W. Carter Elementary School (Carter) has been on probation and has not made the progress necessary to be removed from probation. This is why we are proposing today, after a very lengthy and thoughtful process, to reconstitute Carter. In other words, we will make Carter a "turnaround" school, which will provide your child with the opportunity to access a high-quality education and get on a path to success in the classroom.

As a former teacher and principal, I have lived through the process of turning around low-performing schools and I can assure you that CPS is working to overhaul Carter in order to create a new culture of success without moving students. The turnaround process brings highly qualified staff who are specially trained to work in academically challenged schools to help meet the specific needs of those schools' children. Turnarounds focus on driving student learning and improving academic achievement immediately.

The results of these turnaround schools in Chicago have been remarkable – for example, the percent of students at elementary turnaround schools that met standards last year improved twice as fast as the CPS district-wide average. We want to provide your child with access to the same opportunities to boost their chance of academic success, which they will receive next school year if this proposal is approved.

Below you will find more information about this proposal and why we are considering Carter for a turnaround in order to give your child access to a better educational environment.

Our Proposal

We are proposing that Carter, located at 5740 S. Michigan Ave. be reconstituted at the end of the current school year in accordance with 105 ILCS 5/34-8.3(d)(4). Carter has been on probation for the last 6

consecutive years and has failed to make adequate progress to address the deficiencies that placed it on probation. In other words, CPS is proposing to turnaround Carter based on the school's chronic low academic performance and the need to provide higher quality educational options for students in the community.

If the Board of Education of the City of Chicago (Board) approves the turnaround of Carter, I will recommend that the Academy for Urban School Leadership (AUSL) partner with the Board to provide educational services at the school. AUSL is a Board-approved turnaround provider and the organization has a track record of successfully serving a number of schools across Chicago. I invite you to visit their website at www.ausl-chicago.org or call them at 773-534-0129 to learn more about their approach to teaching students.

Details for Current Students

The turnaround of Carter will have no effect on the enrollment of any current students or any students eligible to enroll. All current Carter students will remain enrolled in the school after it is turned around. If you have any questions concerning this proposal, please call 311 (City Services).

Public Comment on this Proposal

A public hearing has been scheduled to receive public comment on the proposal:

Public Hearing
Thursday, May 02, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

I invite you to share your feedback on this proposal at the public hearing. If you wish to comment at the hearing, you must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending one hour after the start of the hearing. You will have two minutes to speak, unless the hearing officer provides an extension. The hearing will conclude at the stated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

After the hearing, I will review a written report from the hearing officer. At that time, I may recommend that the Board consider and approve the reconstitution of Carter.

In addition to the scheduled public hearing, a community meeting will be scheduled in the coming days.

Further Questions and Concerns:

If you have any questions or concerns, please feel free to call 311 (City Services) or visit www.cps.edu/qualityschools.

Sincerely,

Barbara Byrd-Bennett
CEO, Chicago Public Schools

CHICAGO PUBLIC SCHOOLS CPS

125 S. Clark Street • Chicago, Illinois 60603 • Phone: (773) 553-1500 • Fax School: (773) 553-1501

Barbara Byrd-Bennett
Chief Executive Officer

DATE: March 21, 2013

Administrators, Faculty, Staff and LSC Members at
William W. Carter Elementary School
5740 S. Michigan Ave.

Re: **Proposed Reconstitution of William W. Carter Elementary School**

Dear Administrators, Faculty, Staff and Local School Council Members:

As Chief Executive Officer of the Chicago Public Schools (CPS), I am committed to ensuring that every child in every neighborhood receives a high-quality education that prepares them to succeed in college, career, and life.

From investments in early childhood education and a full school day to ensuring there are strong principals and teachers in our schools, we are working each and every day towards achieving that goal and doing everything we can to make sure Chicago's children will thrive and succeed.

Part of that is making sure that every child can attend a school that has the supports and resources needed to help every student flourish. To do so requires some very difficult but necessary choices to boost the academic achievement of our kids.

Over the last 6 years, William W. Carter Elementary School (Carter) has been on probation and has not made the progress necessary to take it off probation. This is why we are proposing today, after a very lengthy and thoughtful process, to reconstitute Carter. In other words, we will make Carter a "turnaround" school, which will provide students with the opportunity to access a high-quality education and get on a path to success in the classroom.

As a former teacher and a principal, I have lived through the process of turning around academically challenged schools and I can assure you that CPS has made this decision in an effort to create a culture of success at Carter in order to give all students the high-quality education they deserve.

The results of these turnaround schools in Chicago have been remarkable – for example, the percent of students at elementary turnaround schools that met standards last year improved twice as fast as the CPS district-wide average. We want to provide your child with access to the same opportunities to boost their chance of academic success, which they will receive next school year if this proposal is approved.

Below you will find more information about this proposal and why we are considering Carter for a turnaround in order to give students access to a better educational environment.

Our Proposal
We are proposing that Carter, located at 5740 S. Michigan Ave. be reconstituted at the end of the current school year per 105 ILCS 5/34-8.3(d)(4). Carter has been on probation for the last 6 consecutive years and has failed to make adequate progress to address the deficiencies that have placed it on probation. In

other words, CPS is proposing to turnaround Carter based on the school's chronic low academic performance and the need to provide higher quality educational options for students in the community.

If the Board of Education of the City of Chicago (Board) approves the turnaround of Carter, I will recommend that the Academy for Urban School Leadership (AUSL) partner with the Board to provide educational services at the school. AUSL is a Board-approved turn-around provider and the organization has a track record of successfully managing a number of schools across Chicago. I invite you to visit their website at www.ausl-chicago.org or call them at 773-534-0129 to learn more about their approach to teaching students.

Details for Current Students
The turnaround of Carter will have no effect on the enrollment of any current students or any students eligible to enroll. All current Carter students will remain enrolled in the school after it is turned around.

Details for Administrators, Faculty and Staff Members
If the Board approves this proposal, all current administrators, faculty and staff members assigned to Carter will be displaced at the end of the 2012-13 school year in accordance with Board policies and any applicable contracts and collective bargaining agreements. You will be supported through this process by the Talent organization. You will receive invitations to participate in future networking and hiring events limited to displaced teachers, and may be encouraged to reapply for your current position as well. If you have human resources questions or concerns, please contact us at (773)553-4748 (HR4U).

CPS has also implemented an Employee Assistance Program (EAP) that provides a safe, confidential environment to access grief counseling during job loss with a trained professional. This service is completely free, absolutely confidential, and available to all employees and members of their households, 24 hours per day and 7 days per week. EAP specialists have masters-level training and a minimum of 3 years of counseling experience.

To access EAP services, which also include mediation, and financial services support, please:

- **Call 1-800-711-6087**. When prompted, press '2' for members. You will be asked for your Member ID and you can say "I don't know it" to proceed. Lastly, please press '1' for EAP *[(TDD) Dial 711 and enter number above]*; or
- **Visit http://liveandworkwell.com online**. Web Access Code: 'CPS'.

Details for Local School Council Members
If the Board approves this proposal, the Local School Council at Carter will remain intact but certain powers may be impacted, in accordance with any applicable laws and policies. For more information, please contact the Office of Local School Council Relations at (773) 553-1400.

Public Comment on this Proposal
A public hearing has been scheduled to receive public comment on the proposal:

Public Hearing
Thursday, May 02, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

I invite you to share your feedback on this proposal at the public hearing. If you wish to comment at the hearing, you must sign up to speak on the day of, at the designated location, beginning one hour before the designated start time and ending one hour after the start of the hearing. You will have two minutes to speak,

unless the hearing officer provides an extension. The hearing will conclude at the stated end time or following the comments of the last person who has signed up to speak, whichever occurs first.

After the hearing, I will review a written report from the hearing officer. At that time, I may recommend that the Board consider and approve the reconstitution of Carter.

In addition to the scheduled public hearings, a community meeting will be scheduled in the coming days.

Further Questions and Concerns:
If you have any questions or concerns, please feel free to call 311 (City Services) or visit www.cps.edu/qualityschools.

Sincerely,

Barbara Byrd-Bennett
CEO, Chicago Public Schools

BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matters Of:

PUBLIC HEARINGS ON THE PROPOSALS OF THE CHIEF EXECUTIVE OFFICER TO RECONSTITUTE SCHOOLS

AFFIDAVIT OF JEFF BROOM

I, JEFF BROOM, state as follows:

1. I am a resident of Illinois, of legal age, and competent to give testimony under oath. I have personal knowledge of the matters contained in this affidavit. If called to testify in the above-captioned proceeding, I would testify as to the matters stated in this affidavit.

2. I am currently employed as a Performance Data Analyst at the Chicago Board of Education.

3. In connection with the recently announced proposals of the Chief Executive Officer to reconstitute schools, letters signed by the Chief Executive Officer were addressed to the parents or guardians, administrators, faculty, staff, and Local School Council members of all schools proposed for reconstitution. The purpose of the letters was to advise all recipients of the Chief Executive Officer's proposals and inform recipients of the date, time, and place of the hearings for public comment on the proposals.

4. On or about March 16, 2013, I caused copies of letters addressed to the parents or guardians, administrators, faculty, staff, and Local School Council members for the schools listed below ("affected schools") to be delivered to Lowitz & Sons Inc., GEM Printing, Inc., and K&M Printing for printing and packaging for delivery.

5. On or about March 16, 2013, I caused home addresses of record for students enrolled in affected schools and copies of the letters addressed to the parents or guardians to be delivered to K&M Printing for mailing.

6. On information and belief, the letters addressed to parents or guardians were mailed by K&M Printing to the home addresses of the parents or guardians of students enrolled at the affected schools on or about March 21, 2013.

7. On information and belief, letters were delivered to affected schools by Lowitz & Sons Inc., GEM Printing, Inc., and K&M Printing for personal delivery to administrators, faculty, staff, students, and Local School Council members on March 21, 2013.

8. On information and belief, Lowitz & Sons Inc. printed and packaged for delivery letters addressed to the parents or guardians, administrators, faculty, staff, and Local School Council members of the following schools for the proposals specified:

    a. Clara Barton Elementary School regarding the Proposed Reconstitution of Clara Barton Elementary School
    b. Thomas Chalmers Specialty Elementary School regarding the Proposed Reconstitution of Thomas Chalmers Specialty Elementary School
    c. Dewey Elementary Academy of Fine Arts regarding the Proposed Reconstitution Dewey Elementary Academy of Fine Arts
    d. Isabelle C. O'Keeffe Elementary School regarding the Proposed Reconstitution of Isabelle C. O'Keeffe Elementary School

9. On information and belief, GEM Printing, Inc. printed and packaged for delivery letters addressed to the parents or guardians, administrators, faculty, staff, and Local School Council members of William W. Carter Elementary School regarding the Proposed Reconstitution of William W. Carter Elementary School.

10. On information and belief, K&M Printing printed and packaged for delivery letters addressed to the parents or guardians, administrators, faculty, staff, and Local School Council members of Leslie Lewis Elementary School regarding the Proposed Reconstitution of Leslie Lewis Elementary School.

VERIFICATION BY CERTIFICATION

Under penalties as provided by law pursuant to Section 1-109 of the Illinois Code of Civil Procedure, the undersigned certifies that the statements set forth in this instrument are true and correct, except as to matters therein stated to be on information and belief and as to such matters the undersigned certifies as aforesaid that he verily believes the same to be true.

JEFF BROOM

Formerly cited as IL ST CH 122 ¶ 34-18

Effective: July 13, 2012

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness
Chapter 105. Schools (Refs & Annos)
Common Schools
Act 5. School Code (Refs & Annos)
Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)
➡➡ 5/34-18. Powers of the board

§ 34-18. Powers of the board. The board shall exercise general supervision and jurisdiction over the public education and the public school system of the city, and, except as otherwise provided by this Article, shall have power:

1. To make suitable provision for the establishment and maintenance throughout the year or for such portion thereof as it may direct, not less than 9 months, of schools of all grades and kinds, including normal schools, high schools, night schools, schools for defectives and delinquents, parental and truant schools, schools for the blind, the deaf and the physically disabled, schools or classes in manual training, constructural and vocational teaching, domestic arts and physical culture, vocation and extension schools and lecture courses, and all other educational courses and facilities, including establishing, equipping, maintaining and operating playgrounds and recreational programs, when such programs are conducted in, adjacent to, or connected with any public school under the general supervision and jurisdiction of the board; provided that the calendar for the school term and any changes must be submitted to and approved by the State Board of Education before the calendar or changes may take effect, and provided that in allocating funds from year to year for the operation of all attendance centers within the district, the board shall ensure that supplemental general State aid funds are allocated and applied in accordance with Section 18-8 or 18-8.05. To admit to such schools without charge foreign exchange students who are participants in an organized exchange student program which is authorized by the board. The board shall permit all students to enroll in apprenticeship programs in trade schools operated by the board, whether those programs are union-sponsored or not. No student shall be refused admission into or be excluded from any course of instruction offered in the common schools by reason of that student's sex. No student shall be denied equal access to physical education and interscholastic athletic programs supported from school district funds or denied participation in comparable physical education and athletic programs solely by reason of the student's sex. Equal access to programs supported from school district funds and comparable programs will be defined in rules promulgated by the State Board of Education in consultation with the Illinois High School Association. Notwithstanding any other provision of this Article, neither the board of education nor any local school council or other school official shall recommend that children with disabilities be placed into regular education classrooms unless those children with disabilities are provided with supplementary services to assist them so that they benefit from the regular classroom instruction and are included on the teacher's regular education class register;

2. To furnish lunches to pupils, to make a reasonable charge therefor, and to use school funds for the payment of such expenses as the board may determine are necessary in conducting the school lunch program;

3. To co-operate with the circuit court;

4. To make arrangements with the public or quasi-public libraries and museums for the use of their facilities by

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teachers and pupils of the public schools;

5. To employ dentists and prescribe their duties for the purpose of treating the pupils in the schools, but accepting such treatment shall be optional with parents or guardians;

6. To grant the use of assembly halls and classrooms when not otherwise needed, including light, heat, and attendants, for free public lectures, concerts, and other educational and social interests, free of charge, under such provisions and control as the principal of the affected attendance center may prescribe;

7. To apportion the pupils to the several schools; provided that no pupil shall be excluded from or segregated in any such school on account of his color, race, sex, or nationality. The board shall take into consideration the prevention of segregation and the elimination of separation of children in public schools because of color, race, sex, or nationality. Except that children may be committed to or attend parental and social adjustment schools established and maintained either for boys or girls only. All records pertaining to the creation, alteration or revision of attendance areas shall be open to the public. Nothing herein shall limit the board's authority to establish multi-area attendance centers or other student assignment systems for desegregation purposes or otherwise, and to apportion the pupils to the several schools. Furthermore, beginning in school year 1994-95, pursuant to a board plan adopted by October 1, 1993, the board shall offer, commencing on a phased-in basis, the opportunity for families within the school district to apply for enrollment of their children in any attendance center within the school district which does not have selective admission requirements approved by the board. The appropriate geographical area in which such open enrollment may be exercised shall be determined by the board of education. Such children may be admitted to any such attendance center on a space available basis after all children residing within such attendance center's area have been accommodated. If the number of applicants from outside the attendance area exceed the space available, then successful applicants shall be selected by lottery. The board of education's open enrollment plan must include provisions that allow low income students to have access to transportation needed to exercise school choice. Open enrollment shall be in compliance with the provisions of the Consent Decree and Desegregation Plan cited in Section 34-1.01;

8. To approve programs and policies for providing transportation services to students. Nothing herein shall be construed to permit or empower the State Board of Education to order, mandate, or require busing or other transportation of pupils for the purpose of achieving racial balance in any school;

9. Subject to the limitations in this Article, to establish and approve system-wide curriculum objectives and standards, including graduation standards, which reflect the multi-cultural diversity in the city and are consistent with State law, provided that for all purposes of this Article courses or proficiency in American Sign Language shall be deemed to constitute courses or proficiency in a foreign language; and to employ principals and teachers, appointed as provided in this Article, and fix their compensation. The board shall prepare such reports related to minimal competency testing as may be requested by the State Board of Education, and in addition shall monitor and approve special education and bilingual education programs and policies within the district to assure that appropriate services are provided in accordance with applicable State and federal laws to children requiring services and education in those areas;

10. To employ non-teaching personnel or utilize volunteer personnel for: (i) non-teaching duties not requiring instructional judgment or evaluation of pupils, including library duties; and (ii) supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media such as computers, video, and audio, detention and discipline areas, and school-sponsored extracurricular activities. The board may further utilize volunteer non-certificated personnel or employ non-certificated personnel to assist in the instruction of pupils under the immediate supervision of a teacher holding a valid certificate, directly engaged in teaching subject matter or conducting activities; provided that the teacher shall be continuously aware of the non-certificated persons' activities and shall be able to control or modify them. The general superintendent shall determine qualifications of such personnel and shall prescribe rules for determining the duties and activities to be as-

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signed to such personnel;

10.5. To utilize volunteer personnel from a regional School Crisis Assistance Team (S.C.A.T.), created as part of the Safe to Learn Program established pursuant to Section 25 of the Illinois Violence Prevention Act of 1995, [FN1] to provide assistance to schools in times of violence or other traumatic incidents within a school community by providing crisis intervention services to lessen the effects of emotional trauma on individuals and the community; the School Crisis Assistance Team Steering Committee shall determine the qualifications for volunteers;

11. To provide television studio facilities in not to exceed one school building and to provide programs for educational purposes, provided, however, that the board shall not construct, acquire, operate, or maintain a television transmitter; to grant the use of its studio facilities to a licensed television station located in the school district; and to maintain and operate not to exceed one school radio transmitting station and provide programs for educational purposes;

12. To offer, if deemed appropriate, outdoor education courses, including field trips within the State of Illinois, or adjacent states, and to use school educational funds for the expense of the said outdoor educational programs, whether within the school district or not;

13. During that period of the calendar year not embraced within the regular school term, to provide and conduct courses in subject matters normally embraced in the program of the schools during the regular school term and to give regular school credit for satisfactory completion by the student of such courses as may be approved for credit by the State Board of Education;

14. To insure against any loss or liability of the board, the former School Board Nominating Commission, Local School Councils, the Chicago Schools Academic Accountability Council, or the former Subdistrict Councils or of any member, officer, agent or employee thereof, resulting from alleged violations of civil rights arising from incidents occurring on or after September 5, 1967 or from the wrongful or negligent act or omission of any such person whether occurring within or without the school premises, provided the officer, agent or employee was, at the time of the alleged violation of civil rights or wrongful act or omission, acting within the scope of his employment or under direction of the board, the former School Board Nominating Commission, the Chicago Schools Academic Accountability Council, Local School Councils, or the former Subdistrict Councils; and to provide for or participate in insurance plans for its officers and employees, including but not limited to retirement annuities, medical, surgical and hospitalization benefits in such types and amounts as may be determined by the board; provided, however, that the board shall contract for such insurance only with an insurance company authorized to do business in this State. Such insurance may include provision for employees who rely on treatment by prayer or spiritual means alone for healing, in accordance with the tenets and practice of a recognized religious denomination;

15. To contract with the corporate authorities of any municipality or the county board of any county, as the case may be, to provide for the regulation of traffic in parking areas of property used for school purposes, in such manner as is provided by Section 11-209 of The Illinois Vehicle Code, approved September 29, 1969, [FN2] as amended;

16. (a) To provide, on an equal basis, access to a high school campus and student directory information to the official recruiting representatives of the armed forces of Illinois and the United States for the purposes of informing students of the educational and career opportunities available in the military if the board has provided such access to persons or groups whose purpose is to acquaint students with educational or occupational opportunities available to them. The board is not required to give greater notice regarding the right of access to recruiting representatives than is given to other persons and groups. In this paragraph 16, "directory information" means a high school student's name, address, and telephone number.

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(b) If a student or his or her parent or guardian submits a signed, written request to the high school before the end of the student's sophomore year (or if the student is a transfer student, by another time set by the high school) that indicates that the student or his or her parent or guardian does not want the student's directory information to be provided to official recruiting representatives under subsection (a) of this Section, the high school may not provide access to the student's directory information to these recruiting representatives. The high school shall notify its students and their parents or guardians of the provisions of this subsection (b).

(c) A high school may require official recruiting representatives of the armed forces of Illinois and the United States to pay a fee for copying and mailing a student's directory information in an amount that is not more than the actual costs incurred by the high school.

(d) Information received by an official recruiting representative under this Section may be used only to provide information to students concerning educational and career opportunities available in the military and may not be released to a person who is not involved in recruiting students for the armed forces of Illinois or the United States;

17. (a) To sell or market any computer program developed by an employee of the school district, provided that such employee developed the computer program as a direct result of his or her duties with the school district or through the utilization of the school district resources or facilities. The employee who developed the computer program shall be entitled to share in the proceeds of such sale or marketing of the computer program. The distribution of such proceeds between the employee and the school district shall be as agreed upon by the employee and the school district, except that neither the employee nor the school district may receive more than 90% of such proceeds. The negotiation for an employee who is represented by an exclusive bargaining representative may be conducted by such bargaining representative at the employee's request.

(b) For the purpose of this paragraph 17:

(1) "Computer" means an internally programmed, general purpose digital device capable of automatically accepting data, processing data and supplying the results of the operation.

(2) "Computer program" means a series of coded instructions or statements in a form acceptable to a computer, which causes the computer to process data in order to achieve a certain result.

(3) "Proceeds" means profits derived from marketing or sale of a product after deducting the expenses of developing and marketing such product;

18. To delegate to the general superintendent of schools, by resolution, the authority to approve contracts and expenditures in amounts of $10,000 or less;

19. Upon the written request of an employee, to withhold from the compensation of that employee any dues, payments or contributions payable by such employee to any labor organization as defined in the Illinois Educational Labor Relations Act. [FN3] Under such arrangement, an amount shall be withheld from each regular payroll period which is equal to the pro rata share of the annual dues plus any payments or contributions, and the board shall transmit such withholdings to the specified labor organization within 10 working days from the time of the withholding;

19a. Upon receipt of notice from the comptroller of a municipality with a population of 500,000 or more, a county with a population of 3,000,000 or more, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or a housing authority of a municipality with a population of 500,000 or more that a debt is due and owing the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago

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Transit Authority, or the housing authority by an employee of the Chicago Board of Education, to withhold, from the compensation of that employee, the amount of the debt that is due and owing and pay the amount withheld to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority; provided, however, that the amount deducted from any one salary or wage payment shall not exceed 25% of the net amount of the payment. Before the Board deducts any amount from any salary or wage of an employee under this paragraph, the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority shall certify that (i) the employee has been afforded an opportunity for a hearing to dispute the debt that is due and owing the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority and (ii) the employee has received notice of a wage deduction order and has been afforded an opportunity for a hearing to object to the order. For purposes of this paragraph, "net amount" means that part of the salary or wage payment remaining after the deduction of any amounts required by law to be deducted and "debt due and owing" means (i) a specified sum of money owed to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority for services, work, or goods, after the period granted for payment has expired, or (ii) a specified sum of money owed to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority pursuant to a court order or order of an administrative hearing officer after the exhaustion of, or the failure to exhaust, judicial review;

20. The board is encouraged to employ a sufficient number of certified school counselors to maintain a student/counselor ratio of 250 to 1 by July 1, 1990. Each counselor shall spend at least 75% of his work time in direct contact with students and shall maintain a record of such time;

21. To make available to students vocational and career counseling and to establish 5 special career counseling days for students and parents. On these days representatives of local businesses and industries shall be invited to the school campus and shall inform students of career opportunities available to them in the various businesses and industries. Special consideration shall be given to counseling minority students as to career opportunities available to them in various fields. For the purposes of this paragraph, minority student means a person who is any of the following:

(a) American Indian or Alaska Native (a person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment).

(b) Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam).

(c) Black or African American (a person having origins in any of the black racial groups of Africa). Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American".

(d) Hispanic or Latino (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race).

(e) Native Hawaiian or Other Pacific Islander (a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands).

Counseling days shall not be in lieu of regular school days;

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22. To report to the State Board of Education the annual student dropout rate and number of students who graduate from, transfer from or otherwise leave bilingual programs;

23. Except as otherwise provided in the Abused and Neglected Child Reporting Act [FN4] or other applicable State or federal law, to permit school officials to withhold, from any person, information on the whereabouts of any child removed from school premises when the child has been taken into protective custody as a victim of suspected child abuse. School officials shall direct such person to the Department of Children and Family Services, or to the local law enforcement agency if appropriate;

24. To develop a policy, based on the current state of existing school facilities, projected enrollment and efficient utilization of available resources, for capital improvement of schools and school buildings within the district, addressing in that policy both the relative priority for major repairs, renovations and additions to school facilities, and the advisability or necessity of building new school facilities or closing existing schools to meet current or projected demographic patterns within the district;

25. To make available to the students in every high school attendance center the ability to take all courses necessary to comply with the Board of Higher Education's college entrance criteria effective in 1993;

26. To encourage mid-career changes into the teaching profession, whereby qualified professionals become certified teachers, by allowing credit for professional employment in related fields when determining point of entry on teacher pay scale;

27. To provide or contract out training programs for administrative personnel and principals with revised or expanded duties pursuant to this Act in order to assure they have the knowledge and skills to perform their duties;

28. To establish a fund for the prioritized special needs programs, and to allocate such funds and other lump sum amounts to each attendance center in a manner consistent with the provisions of part 4 of Section 34-2.3. Nothing in this paragraph shall be construed to require any additional appropriations of State funds for this purpose;

29. (Blank);

30. Notwithstanding any other provision of this Act or any other law to the contrary, to contract with third parties for services otherwise performed by employees, including those in a bargaining unit, and to layoff those employees upon 14 days written notice to the affected employees. Those contracts may be for a period not to exceed 5 years and may be awarded on a system-wide basis. The board may not operate more than 30 contract schools, provided that the board may operate an additional 5 contract turnaround schools pursuant to item (5.5) of subsection (d) of Section 34-8.3 of this Code;

31. To promulgate rules establishing procedures governing the layoff or reduction in force of employees and the recall of such employees, including, but not limited to, criteria for such layoffs, reductions in force or recall rights of such employees and the weight to be given to any particular criterion. Such criteria shall take into account factors including, but not be limited to, qualifications, certifications, experience, performance ratings or evaluations, and any other factors relating to an employee's job performance;

32. To develop a policy to prevent nepotism in the hiring of personnel or the selection of contractors;

33. To enter into a partnership agreement, as required by Section 34-3.5 of this Code, and, notwithstanding any other provision of law to the contrary, to promulgate policies, enter into contracts, and take any other action necessary to accomplish the objectives and implement the requirements of that agreement; and

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34. To establish a Labor Management Council to the board comprised of representatives of the board, the chief executive officer, and those labor organizations that are the exclusive representatives of employees of the board and to promulgate policies and procedures for the operation of the Council.

The specifications of the powers herein granted are not to be construed as exclusive but the board shall also exercise all other powers that they may be requisite or proper for the maintenance and the development of a public school system, not inconsistent with the other provisions of this Article or provisions of this Code which apply to all school districts.

In addition to the powers herein granted and authorized to be exercised by the board, it shall be the duty of the board to review or to direct independent reviews of special education expenditures and services. The board shall file a report of such review with the General Assembly on or before May 1, 1990.

CREDIT(S)

Laws 1961, p. 31, § 34-18, eff. July 1, 1961. Amended by Laws 1961, p. 500, § 1, eff. July 1, 1961; Laws 1963, p. 1107, § 1, eff. July 1, 1963; Laws 1963, p. 3264, § 1, eff. Aug. 21, 1963; Laws 1965, p. 1604, § 1, eff. July 15, 1965; Laws 1967, p. 395, § 1, eff. July 1, 1967; Laws 1967, p. 3304, § 1, eff. Aug. 21, 1967; Laws 1968, p. 430, § 1, eff. July 1, 1969; P.A. 76-1481, § 1, eff. Sept. 22, 1969; P.A. 77-717, § 1, eff. Aug. 12, 1971; P.A. 77-1187, § 1, eff. Aug. 19, 1971; P.A. 77-2829, § 60, eff. Dec. 22, 1972; P.A. 78-255, § 61, eff. Oct. 1, 1973; P.A. 78-881, § 1, eff. Oct. 1, 1973; P.A. 78-1297, § 58, eff. March 4, 1975; P.A. 79-597, § 1, eff. Oct. 1, 1975; P.A. 79-693, § 1, eff. Oct. 1, 1975; P.A. 79-791, § 1, eff. Sept. 5, 1975; P.A. 79-1366, § 49, eff. Oct. 1, 1976; P.A. 79-1454, § 60, eff. Aug. 31, 1976; P.A. 80-1412, § 1, eff. Aug. 31, 1978; P.A. 80-1495, § 53, eff. Jan. 8, 1979; P.A. 81-1508, § 13, eff. Sept. 25, 1980; P.A. 82-161, § 1, eff. Jan. 1, 1982; P.A. 82-543, § 1, eff. Sept. 16, 1981; P.A. 82-783, Art. III, § 64, eff. July 13, 1982; P.A. 83-797, § 1, eff. Sept. 24, 1983; P.A. 83-1014, § 22, eff. Jan. 1, 1984; P.A. 83-1362, Art. II, § 153, eff. Sept. 11, 1984; P.A. 84-662, § 1, eff. Sept. 20, 1985; P.A. 84-663, § 1, eff. Sept. 20, 1985; P.A. 84-1308, Art. II, § 172, eff. Aug. 25, 1986; P.A. 85-238, § 1, eff. Jan. 1, 1988; P.A. 85-410, § 1, eff. Jan. 1, 1988; P.A. 85-1209, Art. II, § 2-96, eff. Aug. 30, 1988; P.A. 85-1418, § 1, eff. May 1, 1989; P.A. 85-1440, Art. II, § 2-54, eff. Feb. 1, 1989; P.A. 86-124, § 1, eff. July 28, 1989; P.A. 86-623, § 1, eff. Jan. 1, 1990; P.A. 86-1002, § 2, eff. July 1, 1990; P.A. 86-1028, Art. II, § 2-83, eff. Feb. 5, 1990. Reenacted by P.A. 86-1477, § 2, eff. Jan. 11, 1991. Amended by P.A. 87-455, § 1, eff. Sept. 11, 1991; P.A. 88-89, Art. 2, § 2-5, eff. July 14, 1994; P.A. 88-511, § 45, eff. Nov. 14, 1993; P.A. 88-686, § 5, eff. Jan. 24, 1995; P.A. 89-15, § 5, eff. May 30, 1995; P.A. 89-397, § 5, eff. Aug. 20, 1995; P.A. 89-626, Art. 2, § 2-36, eff. Aug. 9, 1996; P.A. 90-22, § 15, eff. June 20, 1997; P.A. 90-548, 1st Sp.Sess., Art. 5, § 5-915, eff. Jan. 1, 1998; P.A. 92-109, § 23, eff. July 20, 2001; P.A. 92-527, § 5, eff. June 1, 2002; P.A. 92-724, § 5, eff. July 25, 2002; P.A. 93-3, § 5, eff. April 16, 2003; P.A. 93-1036, § 90, eff. Sept. 14, 2004; P.A. 96-105, § 5, eff. July 30, 2009; P.A. 97-227, § 60, eff. Jan. 1, 2012; P.A. 97-396, § 40, eff. Jan. 1, 2012; P.A. 97-813, § 230, eff. July 13, 2012.

Formerly Ill.Rev.Stat.1991, ch. 122, ¶ 34-18.

[FN1] 20 ILCS 4027/25 (Repealed)

[FN2] 625 ILCS 5/11-209

[FN3] 115 ILCS 5/1 et. seq.

[FN4] 325 ILCS 5/1 et. seq.

HISTORICAL AND STATUTORY NOTES

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Formerly cited as IL ST CH 122 ¶ 34-18

Section 2 of P.A. 77-717, provided:

"If any provision of this amendatory Act or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of this amendatory Act which can be given effect without the invalid provision or application, and to this end the provisions of this amendatory Act are severable."

Section 90 of P.A. 96-105, provided:

"Section 90. The non-State agency parties that engaged in the negotiation of this Act shall, within 30 days after the effective date of this Act, enter into a memorandum of understanding, which shall include without limitation language whereby, through June 30, 2013, and subject to any legislative changes required by federal law, such parties shall not propose any changes to Article 27A of the School Code other than legislation to establish an independent, State-level, charter school authorizing entity".

P.A. 97-813, the First 2012 General Revisory Act, amended various Acts to delete obsolete text, to correct patent and technical errors, to revise cross references, to resolve multiple actions in the 96th and 97th General Assemblies and to make certain technical corrections in P.A. 96-1480 through P.A. 97-625.

Source. Laws 1909, p. 342, §§ 136, 137, 139; Laws 1917, p. 723, § 1; Laws 1929, p. 704, § 1; Laws 1931-32, 1st Sp.Sess., p. 128, § 1; Laws 1935, p. 1331, § 1; S.H.A., ch. 122, ¶¶ 159, 160, 162.

Laws 1945, p. 1331, § 34-17; Laws 1951, p. 501, § 1; Laws 1953, p. 1033, § 1; Laws 1955, p. 1186, § 1; Laws 1955, p. 2055, § 1; Laws 1957, p. 2863, § 1; Laws 1961, p. 1947, § 1; S.H.A. ch. 122, ¶ 34-17.

Prior Laws:

Laws 1909, p. 342, § 97.

Laws 1935, p. 1392, § 1.

Laws 1945, p. 1331, § 27-16.

Laws 1949, p. 1446, § 1.

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Alternative schools, Chicago public schools, contracts for services, see 105 ILCS 5/13A-11.
Areas of education, see 105 ILCS 5/27-1.
Certification of teachers, see 105 ILCS 5/21-1b et seq.
Courses of study, control by superintendent, see 105 ILCS 5/34-8.
Lunch programs, equipment, see 105 ILCS 5/10-22.26.
Power of school board to contract for educational television, see 105 ILCS 5/10-22.30.

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Illinois Law and Practice Schools § 218, Curriculum, Grades, and Textbooks.

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Establishment clause, federally funded materials and equipment loaned to the public and private schools, direct aid to parochial schools, neutral availability, see People v. Brewer, 2000, 711 N.Y.S.2d 161, 95 N.Y.2d 793, 733 N.E.2d 233, 2000 WL 826371, Unreported.

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1. Constitutional issues

Act which removed from nonteacher school employees' unions their exclusive bargaining power with school district did not violate contract clause by impairing union constitutions and bylaws, assuming that constitutions and bylaws constituted contracts between unions and employees for purposes of contract clause analysis; although act substantially impaired contractual obligation by removing unions as employees' exclusive bargaining agent, such impairment was rationally related to legitimate interest of eliminating inefficiency and waste in school system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 2664; Constitutional Law 2671; Constitutional Law 2751; Labor And Employment 1154

Act that removed unions' exclusive bargaining power with school district as to nonteacher employees did not violate equal protection guarantees since, in distinguishing certificated from noncertificated employees, and third parties contracting with state from unions, act did not discriminate against similarly situated individuals, and, even if equal protection clause did apply, act was rationally related to legitimate goal of bringing financial stability to system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 3599; Labor And Employment 1154

Act that removed from nonteacher school employees' unions their exclusive bargaining power with school district did not violate employees' substantive due process rights; eliminating civil service status of nonteachers in order to

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avoid expensive hearings was rationally related to legitimate purpose of improving efficiency of school system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Labor And Employment 1154

Although nonteacher school employees had property interest in continued employment absent cause based on state law that conferred civil service status on union employees, they were not deprived of such interest without due process by act that removed unions' exclusive bargaining power with school district; legislative process created all procedural safeguards necessary to provide employees with due process. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Constitutional Law 4185

Nonteacher school employees had no property rights to continued employment absent cause based in contract, for purposes of determining whether act that removed unions' exclusive bargaining power with school district violated employees' procedural due process rights; although employees had had property rights in collective bargaining agreements, those property rights ended when collective bargaining agreements expired. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Labor And Employment 1302

Section of School Code governing school board's power to promulgate layoff procedures and recall procedures did not provide laid-off tenured teachers with any procedural rights during rehiring process following economic layoff; section merely provided board with authority to promulgate such procedures as it saw fit, but section contained no mandatory language. Chicago Teachers Union, Local No. 1 v. Board of Educ. of City of Chicago, 2012, 357 Ill.Dec. 520, 963 N.E.2d 918, answer to certified question conformed to 476 Fed.Appx. 83, 2012 WL 1355610. Schools 147.48

2. Legislative intent

Specific powers granted by legislature to board of education are not intended to exclude others requisite and proper to the development of a public school system, so long as exercise of assertedly requisite and proper power is not inconsistent with the code that governs school administration. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, Am. Federation of Teachers, App. 1 Dist.1975, 26 Ill.App.3d 806, 326 N.E.2d 158. Schools 55

3. Nature and scope of powers

Under Illinois law, school board has final policymaking authority regarding decisions to hire and fire teachers, for purposes of determining whether there was action by persons with that authority, for purposes of finding entity liable for civil rights violations under §§ 1983. Bogosian v. Board of Educ. of Community Unit School Dist. 200, N.D. Ill.2001, 134 F.Supp.2d 952. Civil Rights 1351(5)

Power vested in a school board and its superintendent by the school code is not absolute. Stasica v. Hannon, App. 1 Dist.1979, 27 Ill.Dec. 147, 70 Ill.App.3d 785, 388 N.E.2d 1110. Schools 55

The Board of Education of the City of Chicago is a body politic and corporate, created to carry out certain governmental functions in connection with the education of children of the School District of Chicago, and has only such powers as are expressly conferred upon it by the Legislature or such as may be necessary to carry into effect granted powers. Rosenheim, First Securities Co. of Chicago, Intervener v. City of Chicago, App.1956, 12 Ill.App.2d 382, 139 N.E.2d 856. Schools 55

A board of education can exercise no greater power than the legislature can confer upon it. Adams v. Brenan, 1898, 52 N.E. 314, 177 Ill. 194, 69 Am.St.Rep. 222. Schools 55

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Chicago Board of Education, like all municipal bodies has only such powers as are expressly given to it, or as result by fair implication from powers granted by statute giving board power to furnish schools with necessary fixtures, furniture and apparatus to maintain schools, and supply funds for salaries from school taxes, etc. Harris v. Kill, 1903, 108 Ill.App. 305.

4. Delegation of powers

Powers of a school board to control budgetary considerations and to set earlier closing dates are discretionary unto itself and may not be delegated. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, 1981, 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Schools 162.1

Board of Education of City of Chicago did not improperly delegate its discretionary power to fix salaries of teachers when it entered into collective bargaining agreement and adopted specific annual salaries set forth therein and also adopted a budget. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local No. 1, 1981, 56 Ill.Dec. 653, 86 Ill.2d 469, 427 N.E.2d 1199.

Authority of board of education to contract for teachers' services is a discretionary power that cannot be delegated, through collective bargaining agreement or otherwise, to third party such as an arbitrator. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, American Federation of Teachers, App. 1 Dist.1980, 45 Ill.Dec. 236, 89 Ill.App.3d 861, 412 N.E.2d 587, reversed on other grounds 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Labor And Employment 1542; Schools 55

5. Maintenance and development of schools

Power of board of education of city of Chicago to control and manage schools and to adopt rules and regulations necessary for that purpose as authorized by Const. 1870, Art. 8, § 1, and legislation adopted pursuant thereto, is ample and full, and exercise of discretion by board in determining what rules and by-laws are necessary to proper conduct and management of schools will not be interfered with or set aside by courts, in absence of clear abuse of power and discretion conferred. Favorite v. Board of Education of Chicago, 1908, 235 Ill. 314, 85 N.E. 402; Wilson v. Board of Education of Chicago, 1908, 233 Ill. 464, 84 N.E. 697, 13 Ann.Cas. 330.

Acquisition of funds for operation of school system is proper for maintenance and fullest development of an efficient school system. Loeb v. Board of Ed. of City of Chicago, N.D. Ill.1952, 103 F.Supp. 876, reversed on other grounds 203 F.2d 775. Schools 17

Under ¶ 162 of former chapter 122, incorporated in § 34-17, School Code of 1945, providing that a board of education shall exercise all powers that may be requisite or proper for maintenance and fullest development of an efficient public school system, Board of Education of Chicago was empowered to issue tax anticipation warrants. Loeb v. Board of Ed. of City of Chicago, N.D. Ill.1952, 103 F.Supp. 876, reversed on other grounds 203 F.2d 775. Schools 95(1)

This paragraph, that permits school board to exercise powers requisite or proper for maintenance and development of public school system, authorized board to make whatever provisions were necessary for appointment of district supervising engineer in compliance with civil service law, and, thus, inapplicability of city personnel code to school board and abolition of civil service commission did not make it legally impossible to make appointments in compliance with civil service law. Local 143 Intern. Union of Operating Engineers v. Board of Educ. of City of Chicago, App. 1 Dist.1987, 108 Ill.Dec. 816, 156 Ill.App.3d 431, 509 N.E.2d 512, appeal denied 113 Ill.Dec. 301, 116 Ill.2d 560, 515 N.E.2d 110. Officers And Public Employees 11.1

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Employment of personnel to operate and maintain physical plants of school buildings is necessary for proper maintenance and development of school system within meaning of this paragraph, that permits school board to exercise powers requisite or proper for maintenance and development of public school system. Local 143 Intern. Union of Operating Engineers v. Board of Educ. of City of Chicago, App. 1 Dist.1987, 108 Ill.Dec. 816, 156 Ill.App.3d 431, 509 N.E.2d 512, appeal denied 113 Ill.Dec. 301, 116 Ill.2d 560, 515 N.E.2d 110. Schools 63(1)

6. Budget

School board had discretionary power under the School Code to control budgetary considerations and to set a closing date earlier than that set on the annual calendar so long as the minimum number of days had been met. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, 1981, 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Schools 162.1

Not only is Board of Education of City of Chicago obligated by law to honor its contracts as would an individual, but it must practice sound management in planning its budget and in entering into contract and that duty necessitates setting duration of school year within financial limitations of the Board, entailing financial predictions by Board in setting of its school calendar and in contract drafting. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, American Federation of Teachers, App. 1 Dist.1980, 45 Ill.Dec. 236, 89 Ill.App.3d 861, 412 N.E.2d 587, reversed on other grounds 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Schools 80(1)

In light of a huge accumulated deficit and a reduction in anticipated revenue from both state aid and local property taxes, action of school board in closing schools one day early pursuant to its statutory authority, on a day when students were scheduled for only two hours, was neither arbitrary, discriminatory, nor unreasonable. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, American Federation of Teachers, App. 1 Dist.1980, 45 Ill.Dec. 236, 89 Ill.App.3d 861, 412 N.E.2d 587, reversed on other grounds 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111.

Collective bargaining agreement requirement that salary schedules for teachers be subject to terms of appropriations contained in school budgets did not subject agreement to budget provision that no employee had right to continuous employment if it became necessary to lay him off for lack of funds and, once board made appropriation in budget, thereby implementing salary provisions of the agreement, board's contractual obligation to provide annual salaries was fixed. Board of Ed. of City of Chicago v. Chicago Teachers Union, Local 1, American Federation of Teachers, App. 1 Dist.1980, 45 Ill.Dec. 236, 89 Ill.App.3d 861, 412 N.E.2d 587, reversed on other grounds 58 Ill.Dec. 860, 88 Ill.2d 63, 430 N.E.2d 1111. Labor And Employment 1279

7. Employment contracts

Act which removed from nonteacher school employees' unions their exclusive bargaining power with school district did not violate contract clause by impairing union constitutions and bylaws, assuming that constitutions and bylaws constituted contracts between unions and employees for purposes of contract clause analysis; although act substantially impaired contractual obligation by removing unions as employees' exclusive bargaining agent, such impairment was rationally related to legitimate interest of eliminating inefficiency and waste in school system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 2664; Constitutional Law 2671; Constitutional Law 2751; Labor And Employment 1154

Nonteacher school employees had no property rights to continued employment absent cause based in contract, for purposes of determining whether act that removed unions' exclusive bargaining power with school district violated employees' procedural due process rights; although employees had had property rights in collective bargaining agreements, those property rights ended when collective bargaining agreements expired. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Labor And Employment 1302

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Act that removed from nonteacher school employees' unions their exclusive bargaining power with school district did not violate employees' substantive due process rights; eliminating civil service status of nonteachers in order to avoid expensive hearings was rationally related to legitimate purpose of improving efficiency of school system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 4184; Labor And Employment 1154

Act that removed unions' exclusive bargaining power with school district as to nonteacher employees did not violate equal protection guarantees since, in distinguishing certificated from noncertificated employees, and third parties contracting with state from unions, act did not discriminate against similarly situated individuals, and, even if equal protection clause did apply, act was rationally related to legitimate goal of bringing financial stability to system. Bricklayers Union Local 21 v. Edgar, N.D. Ill.1996, 922 F.Supp. 100. Constitutional Law 3599; Labor And Employment 1154

8. Bus contracts

School board's two percent local business preference for bus contracts had no proper legislative authority and was unconstitutionally arbitrary and capricious delegation of power to municipal unit. Best Bus Joint Venture v. Board of Educ. of City of Chicago, App. 1 Dist.1997, 224 Ill.Dec. 255, 288 Ill.App.3d 770, 681 N.E.2d 570. Constitutional Law 2437; Public Contracts 129

9. Subdistricts

A suit in mandamus to compel admission of colored children to certain school on ground that subdistricts established by board of education had been gerrymandered for racial reasons, was properly dismissed, where evidence showed no gerrymandering or racial discrimination. People ex rel. Warfield v. Board of Education of City of Chicago, App.1944, 55 N.E.2d 297, 323 Ill.App. 294. Mandamus 168(4)

10. Curriculum

Under this paragraph, Chicago School Board has power to create and maintain experimental education programs for Chicago public school children so long as methods so adopted are otherwise consistent with provisions of school code. Morton v. Board of Ed. of City of Chicago, App.1966, 69 Ill.App.2d 38, 216 N.E.2d 305. Schools 55

11. Textbooks

A resolution of the board of education of the city of Chicago, providing for free text-books for children of the first four grades of the elementary schools, was illegal and unauthorized, and enjoined at the petition of a taxpayer. Harris v. Kill, 1903, 108 Ill.App. 305.

12. Discipline of students

Even though student was not regularly employed, this paragraph and other paragraphs of School Code were not

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shown to prevent school board from transferring her to continuation school as disciplinary measure in case where her conduct could have been visited with suspension or expulsion. Betts v. Board of Ed. of City of Chicago, C.A.7 (Ill.)1972, 466 F.2d 629. Schools 169

13. School property, use of

Contracts involving the rental of school lands vitally affect the public interest and are to be construed liberally in favor of the public. Board of Ed. of City of Chicago v. Crilly, App.1941, 37 N.E.2d 873, 312 Ill.App. 16. Schools 65

14. Racial discrimination

Allegation, in complaint by school board and superintendent, that effect of statutory reduction in state aid was to discriminate against relatively poorer school districts such as Chicago merited consideration, but board did not have standing to protest alleged racial discrimination inasmuch as board was not member of the protected class of pupils, nor was superintendent of the board in any better position. Cronin v. Lindberg, 1976, 4 Ill.Dec. 424, 66 Ill.2d 47, 360 N.E.2d 360. Schools 114

Discrimination on account of color by establishing separate schools not allowed. People ex rel. Bibb v. Mayor of City of Alton, 1901, 61 N.E. 1077, 193 Ill. 309.

The free schools in the state are public institutions, and in their management and control the law contemplates that they should be so managed that all the children within the district, regardless of race or color, shall have equal and the same rights to participate in the benefits to be derived therefrom. Chase v. Stephenson, 1874, 71 Ill. 383. Schools 151

15. Desegregation plans

School desegregation decree would be terminated since consequences of segregation had been eliminated; there was no showing that unequal educational attainment was due to school board's past illegalities rather than other factors such as poverty, parents' education and employment, family size, parental attitudes and behavior, prenatal, neonatal, and child health care, peer-group pressures, and ethnic culture, and no showing that minority students were enrolling in advanced classes at a lower rate than white students because of school segregation. People Who Care v. Rockford Bd. of Educ., School Dist. 205, C.A.7 (Ill.)2001, 246 F.3d 1073, rehearing and rehearing en banc denied , on remand 2001 WL 755306. Schools 13(20)

Article 10, § 2 of the 1970 Constitution which grants Board of Education authority to establish goals, determine policies, and provide for planning and evaluating education programs did not authorize Board to enact rules relating to desegregation where legislature placed duty to prevent segregation in hands of local school boards. Aurora East Public School Dist. No. 131 v. Cronin, 1982, 66 Ill.Dec. 85, 92 Ill.2d 313, 442 N.E.2d 511. Schools 13(8)

Though prospect of white flight and consequent resegregation could not justify failure to comply with a court decree ordering integration, where it was evident that voluntary action of school board was motivated by a good-faith effort to stabilize enrollments at high schools and to promote integration not only at those schools but also at alternative high schools designated under the segregation plans, racial quotas imposed were not intended to retard integration and to create racial imbalance at subject high schools. Aurora East Public School Dist. No. 131 v. Cronin, 1982, 66 Ill.Dec. 85, 92 Ill.2d 313, 442 N.E.2d 511.

Provision of the Illinois School Code investing the board of education with sufficient discretionary authority to

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achieve the prevention of segregation and the elimination of separation of children in public schools because of color, race, sex or nationality must not be read as foreclosing the board from restricting the racial composition of the enrollment at a school within a particular attendance area where such a remedial measure achieves the prevention of de facto segregation in the public schools. Aurora East Public School Dist. No. 131 v. Cronin, 1982, 66 Ill.Dec. 85, 92 Ill.2d 313, 442 N.E.2d 511.

Student racial stabilization code instituted by board of education at high schools in district to prevent de facto racial segregation were statutorily and constitutionally permissible where, prior to implementation of plans, attendance areas for schools were rapidly changing in residential occupancy from white to black and trend in enrollments was toward segregated student bodies, whereas plans successfully arrested trend so that all high school students living in those attendance areas were provided with a meaningful and viable opportunity to attend an integrated high school. Aurora East Public School Dist. No. 131 v. Cronin, 1982, 66 Ill.Dec. 85, 92 Ill.2d 313, 442 N.E.2d 511.

16. Religious instruction

Pupils cannot be compelled to join in religious worship. Reading Bible barred. People ex rel. Ring v. Board of Education of Dist. 24, 1910, 92 N.E. 251, 245 Ill. 334, 19 Am.Ann.Cas. 220.

The reading of the Bible, singing of hymns, and repeating of the Lord's Prayer in a public school constitutes the giving of sectarian instruction and was forbidden by the Constitution of the State. People ex rel. Ring v. Board of Education of Dist. 24, 1910, 92 N.E. 251, 245 Ill. 334, 19 Am.Ann.Cas. 220.

Mandamus against the board of directors of a school district is a proper method to compel the board to refrain from conducting religious exercises in the public schools. People ex rel. Ring v. Board of Education of Dist. 24, 1910, 92 N.E. 251, 245 Ill. 334, 19 Am.Ann.Cas. 220.

17. Fraternities or sororities

"Anti fraternity rule" of Board of Education of city of Chicago was valid exercise of board's power. Favorite v. Board of Education of Chicago, 1908, 85 N.E. 402, 235 Ill. 314.

Rule adopted by board of education of city of Chicago on recommendation of superintendent of schools after thorough investigation, requiring teachers to refuse public recognition to secret fraternities and sororities, to refuse to permit their meetings in school buildings, to allow name of school to be used by such organizations, and to refuse to allow any member of such societies to represent schools in any literary or athletic contest, or in any public capacity, and to inform parents of pupils that such societies were condemned, but not withdrawing from pupils who were members thereof any public school privileges, was neither unlawful nor unreasonable. Wilson v. Board of Education of Chicago, 1908, 84 N.E. 697, 233 Ill. 464, 13 Am.Ann.Cas. 330. Schools⚿ 172

18. Lay-offs

Section of School Code governing school board's power to promulgate layoff procedures and recall procedures did not provide laid-off tenured teachers with a substantive right to be rehired after an economic layoff; section was plainly an authorizing or enabling provision and did not contain any mandatory terms, and the legislature intended merely to confer a power which the board could exercise or not, as it saw fit, accordingly, section could not be the basis of a substantive right to be rehired after an economic layoff. Chicago Teachers Union, Local No. 1 v. Board of Educ. of City of Chicago, 2012, 357 Ill.Dec. 520, 963 N.E.2d 918, answer to certified question conformed to 476 Fed.Appx. 83, 2012 WL 1355610. Schools⚿ 147.48

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Genuine issue of material fact as to whether school board properly delegated responsibility for making any or all of the determinations required by its policy in laying off tenured public school teachers and, if so, whether the party to whom authority was delegated acted in accordance with the policy, precluded summary judgment in favor of board in action brought by teachers challenging their terminations. Land v. Board of Educ. of City of Chicago, 2002, 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Judgment 181(27)

Legislature clearly empowered the school board to lay off "employees." Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools 63(1)

"Employees," as used in statute empowering school board to lay off employees, embodies all persons who work for and are compensated by public schools, including tenured teachers. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools 147.10

Five "honorably terminated" tenured public school teachers waived appellate review of claim that school board violated tenure laws by failing to first lay off temporary teachers, probationary teachers, or newly hired teachers, due to their failing to present any competent evidentiary matter to support assertion that they were laid off while temporary teachers, probationary teachers, or newly hired teachers were retained. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Appeal And Error 179(2)

Although school board could establish a layoff policy, as authorized by section of School Code, it could not through that policy delegate its absolute layoff power to school administrators. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools 63(1)

Genuine issue of material fact as to whether school board or some other entity or person determined that tenured teachers should have been laid off precluded summary judgment in favor of board in action brought by teachers challenging their "honorable terminations." Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Judgment 181(27)

Tenured teachers were properly notified of their termination, as was required under due process clause and school board's layoff policy; terminations were not "for cause," so as to trigger hearing procedures contained in tenure statutes, and teachers conceded that they received written notice of termination from board within the prescribed 14-day period. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Constitutional Law 4202; Schools 147.34(1)

Included in powers of school board is authority to lay off employees in good faith for lack of work or purposes of economy, but board's actions may not be arbitrary, discriminatory or unreasonable, and board must act in good faith in ordering layoff of employees. Perlin v. Board of Ed. of City of Chicago, App. 1 Dist.1980, 41 Ill.Dec. 294, 86 Ill.App.3d 108, 407 N.E.2d 792. Schools 63(1)

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Formerly cited as IL ST CH 122 ¶ 34-18

19. Termination

Male elementary school teacher could claim that school district wrongfully terminated him, under Illinois law, based on false charges that he improperly touched female first grade students, even though he sent letter of resignation, when letter came after district told him not to report for fall term and stopped paying him. Bogosian v. Board of Educ. of Community Unit School Dist. 200, N.D. Ill.2001, 134 F.Supp.2d 952. Schools 139

Failure of school board to explain why tenured physical education teacher was terminated precluded claim that he was validly dismissed for one of the reasons set forth in school termination policy. Chandler v. Board of Educ. of City of Chicago, N.D. Ill.2000, 92 F.Supp.2d 760. Schools 147.9

Failure of terminated physical education instructor to allege that school officers terminated him in deliberate or reckless disregard of his constitutional rights, or that conduct causing deprivation took place at their direction or with their knowledge and consent, precluded wrongful termination suit against officers in their individual capacities. Chandler v. Board of Educ. of City of Chicago, N.D. Ill.2000, 92 F.Supp.2d 760. Schools 63(3)

Public school district complied with procedures for "honorably terminating" tenured public school teachers; teachers were laid off because their teaching positions were closed and they received notification of the closings within the prescribed period. Land v. Board of Educ. of City of Chicago, App. 1 Dist.2001, 259 Ill.Dec. 49, 325 Ill.App.3d 294, 757 N.E.2d 912, rehearing denied , appeal allowed 262 Ill.Dec. 620, 198 Ill.2d 593, 766 N.E.2d 240, affirmed in part , reversed in part 269 Ill.Dec. 452, 202 Ill.2d 414, 781 N.E.2d 249. Schools 147.34(1)

105 I.L.C.S. 5/34-18, IL ST CH 105 § 5/34-18

Current through P.A. 97-1170 of the 2012 Reg. Sess., and through P.A. 98-4 of the 2013 Reg. Sess.

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Formerly cited as IL ST CH 122 ¶ 34-8.3

Effective: July 30, 2009

West's Smith-Hurd Illinois Compiled Statutes Annotated Currentness
Chapter 105. Schools (Refs & Annos)
Common Schools
Act 5. School Code (Refs & Annos)
Article 34. Cities of Over 500,000 Inhabitants--Board of Education (Refs & Annos)
→→ 5/34-8.3. Remediation and probation of attendance centers

§ 34-8.3. Remediation and probation of attendance centers.

(a) The general superintendent shall monitor the performance of the attendance centers within the district and shall identify attendance centers, pursuant to criteria that the board shall establish, in which:

(1) there is a failure to develop, implement, or comply with a school improvement plan;

(2) there is a pervasive breakdown in the educational program as indicated by factors, including, but not limited to, the absence of improvement in student reading and math achievement scores, an increased drop-out rate, a decreased graduation rate, and a decrease in rate of student attendance;

(3) (blank); or

(4) there is a failure or refusal to comply with the provisions of this Act, other applicable laws, collective bargaining agreements, court orders, or with Board rules which the Board is authorized to promulgate.

(b) If the general superintendent identifies a nonperforming school as described herein, he or she shall place the attendance center on remediation by developing a remediation plan for the center. The purpose of the remediation plan shall be to correct the deficiencies in the performance of the attendance center by one or more of the following methods:

(1) drafting a new school improvement plan;

(2) applying to the board for additional funding for training for the local school council;

(3) directing implementation of a school improvement plan;

(4) mediating disputes or other obstacles to reform or improvement at the attendance center.

If, however, the general superintendent determines that the problems are not able to be remediated by these methods, the general superintendent shall place the attendance center on probation. The board shall establish guidelines that determine the factors for placing an attendance center on probation.

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(c) Each school placed on probation shall have a school improvement plan and school budget for correcting deficiencies identified by the board. The plan shall include specific steps that the local school council and school staff must take to correct identified deficiencies and specific objective criteria by which the school's subsequent progress will be determined. The school budget shall include specific expenditures directly calculated to correct educational and operational deficiencies identified at the school by the probation team.

(d) Schools placed on probation that, after a maximum of one year, fail to make adequate progress in correcting deficiencies are subject to the following actions by the general superintendent with the approval of the board, after opportunity for a hearing:

(1) Ordering new local school council elections.

(2) Removing and replacing the principal.

(3) Replacement of faculty members, subject to the provisions of Section 24A-5.

(4) Reconstitution of the attendance center and replacement and reassignment by the general superintendent of all employees of the attendance center.

(5) Intervention under Section 34-8.4.

(5.5) Operating an attendance center as a contract turnaround school.

(6) Closing of the school.

(e) Schools placed on probation shall remain on probation from year to year until deficiencies are corrected, even if such schools make acceptable annual progress. The board shall establish, in writing, criteria for determining whether or not a school shall remain on probation. If academic achievement tests are used as the factor for placing a school on probation, the general superintendent shall consider objective criteria, not just an increase in test scores, in deciding whether or not a school shall remain on probation. These criteria shall include attendance, test scores, student mobility rates, poverty rates, bilingual education eligibility, special education, and English language proficiency programs, with progress made in these areas being taken into consideration in deciding whether or not a school shall remain on probation.

(f) Where the board has reason to believe that violations of civil rights, or of civil or criminal law have occurred, or when the general superintendent deems that the school is in educational crisis it may take immediate corrective action, including the actions specified in this Section, without first placing the school on remediation or probation. Nothing described herein shall limit the authority of the board as provided by any law of this State. The board shall develop criteria governing the determination regarding when a school is in educational crisis.

(g) All persons serving as subdistrict superintendent on May 1, 1995 shall be deemed by operation of law to be serving under a performance contract which expires on June 30, 1995, and the employment of each such person as subdistrict superintendent shall terminate on June 30, 1995. The board shall have no obligation to compensate any such person as a subdistrict superintendent after June 30, 1995.

(h) The general superintendent shall, in consultation with local school councils, conduct an annual evaluation of each principal in the district pursuant to guidelines promulgated by the Board of Education.

CREDIT(S)

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Formerly cited as IL ST CH 122 ¶ 34-8.3

Laws 1961, p. 31, § 34-8.3, added by P.A. 85-1418, § 1, eff. May 1, 1989. Amended by P.A. 86-124, § 1, eff. July 28, 1989. Reenacted by P.A. 86-1477, § 2, eff. Jan. 11, 1991. Amended by P.A. 89-15, § 5, eff. May 30, 1995; P.A. 91-219, § 5, eff. Jan. 1, 2000; P.A. 91-622, § 10, eff. Aug. 19, 1999; P.A. 92-16, § 49, eff. June 28, 2001; P.A. 96-105, § 5, eff. July 30, 2009.

Formerly Ill.Rev.Stat.1991, ch. 122, ¶ 34-8.3.

HISTORICAL AND STATUTORY NOTES

For provisions of P.A. 85-1418 relating to effective date and severability, see Historical and Statutory Notes following 105 ILCS 5/2-3.91.

P.A. 86-1477 ratified and confirmed actions of the Board of Education of the city of Chicago, Local School Councils, Subdistrict Councils, the School Board Nominating Commission, and the School Finance Authority. For purpose and severability of P.A. 86-1477, see Historical and Statutory Notes following 105 ILCS 5/2-3.90.

Section 90 of P.A. 96-105, provided:

"Section 90. The non-State agency parties that engaged in the negotiation of this Act shall, within 30 days after the effective date of this Act, enter into a memorandum of understanding, which shall include without limitation language whereby, through June 30, 2013, and subject to any legislative changes required by federal law, such parties shall not propose any changes to Article 27A of the School Code other than legislation to establish an independent, State-level, charter school authorizing entity".

LIBRARY REFERENCES

Schools 45.
Westlaw Topic No. 345.
C.J.S. Schools and School Districts §§ 92, 94 to 95, 98 to 99, 124, 145 to 146.

NOTES OF DECISIONS

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1. In general

Board of education was entitled to take action to remove principal from her position for failure to make adequate progress in correcting deficiencies, where school had been on probation for at least one year. S.H.A. Young-Gibson v. Board of Educ. of City of Chicago, App. 1 Dist.2011, 355 Ill.Dec. 337, 959 N.E.2d 751, rehearing denied, modified on rehearing, appeal denied 360 Ill.Dec. 10, 968 N.E.2d 89. Schools 147.28

2. School improvement plan

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Nothing in governing statute requires a minimum amount of time for a school improvement plan to be in place before the board of education can remove a principal due to school's failure to make adequate progress in correcting the deficiencies that resulted in school being placed on probation. S.H.A. Young-Gibson v. Board of Educ. of City of Chicago, App. 1 Dist.2011, 355 Ill.Dec. 337, 959 N.E.2d 751, rehearing denied, modified on rehearing, appeal denied 360 Ill.Dec. 10, 968 N.E.2d 89. Schools 147.28

School improvement plan and school budget for high school placed on probation complied with statutory requirement that they include specific steps that the school staff must take to correct identified deficiencies and specific objective criteria by which the school's subsequent progress would be determined and include specific expenditures directly calculated to correct educational and operational deficiencies identified at the school; school improvement plan and budget specified a number of steps to remedy the numerous academic problems at the school. S.H.A. Young-Gibson v. Board of Educ. of City of Chicago, App. 1 Dist.2011, 355 Ill.Dec. 337, 959 N.E.2d 751, rehearing denied, modified on rehearing, appeal denied 360 Ill.Dec. 10, 968 N.E.2d 89. Schools 45

3. Contract rights

Question of material fact as to whether school board breached elementary school principal's employment contract by removing him from his position and reassigning him to administrative duties prior to expiration of his contract precluded summary judgment on principal's breach of contract claim, where principal's removal and reassignment were on statutory grounds which were not among contractually enumerated permissible grounds for termination. Head v. Chicago School Reform Bd. of Trustees, C.A.7 (Ill.)2000, 225 F.3d 794, on remand 2000 WL 1774069. Federal Civil Procedure 2497.1

Board of education was not required to follow the statutory procedures for removing tenured teachers and principals for cause, when removing principal due to high school's failure to make adequate progress in correcting the deficiencies that resulted in it being placed on probation. S.H.A. Young-Gibson v. Board of Educ. of City of Chicago, App. 1 Dist.2011, 355 Ill.Dec. 337, 959 N.E.2d 751, rehearing denied, modified on rehearing, appeal denied 360 Ill.Dec. 10, 968 N.E.2d 89. Schools 147.31

The School Reform Act, as reenacted by the legislature, created contract with city's subdistrict superintendents effective until June 30, 1991; thus, subsequent actions of Interim Board of Education, including reduction in number of subdistricts, that resulted in termination or reassignment of the superintendents violated their contractual rights. Kaszubowski v. Board of Educ. of City of Chicago, App. 1 Dist.1993, 188 Ill.Dec. 39, 248 Ill.App.3d 451, 618 N.E.2d 609, appeal denied 190 Ill.Dec. 891, 152 Ill.2d 561, 622 N.E.2d 1208. Constitutional Law 2724; Schools 46

4. Non-performing schools

Chief executive officer (CEO) of board of education was not required to place nonperforming school on remediation before probation, but rather, was entitled to find that remediation would be ineffective, and place school on probation. S.H.A. Young-Gibson v. Board of Educ. of City of Chicago, App. 1 Dist.2011, 355 Ill.Dec. 337, 959 N.E.2d 751, rehearing denied, modified on rehearing, appeal denied 360 Ill.Dec. 10, 968 N.E.2d 89. Schools 45

5. Sufficiency of evidence

Board of education's decision to remove high school principal from her position due to school's failure to make adequate progress in correcting the deficiencies that resulted in it being placed on probation was not against the manifest weight of the evidence; school received 30.6% of possible achievement level points under the school's "Performance and Remediation and Probation Policy" and, thus, was not eligible to be removed from probation, and principal failed to provide adequate leadership and consistently showed an inability to work with other administrators to improve the situation at school. S.H.A. Young-Gibson v. Board of Educ. of City of Chicago, App. 1 Dist.2011, 355 Ill.Dec. 337,

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959 N.E.2d 751, rehearing denied, modified on rehearing, appeal denied 360 Ill.Dec. 10, 968 N.E.2d 89. Schools 147.40(1)

6. Review

Whether board of Education was required to follow the statutory procedures for removing tenured teachers and principals for cause, when removing principal due to high school's failure to make adequate progress in correcting the deficiencies that resulted in it being placed on probation, involved the construction of principal's contract and the relevant statutes, and thus issue was subject to de novo review. S.H.A. Young-Gibson v. Board of Educ. of City of Chicago, App. 1 Dist.2011, 355 Ill.Dec. 337, 959 N.E.2d 751, rehearing denied, modified on rehearing, appeal denied 360 Ill.Dec. 10, 968 N.E.2d 89. Schools 147.44

105 I.L.C.S. 5/34-8.3, IL ST CH 105 § 5/34-8.3

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Chicago Public Schools Policy Manual

Title: SCHOOL PERFORMANCE, REMEDIATION AND PROBATION POLICY FOR THE 2011-2012 SCHOOL YEAR
Section: 302.6A
Board Report: 10-0728-PO4 **Date Adopted:** July 28, 2010

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt a School Performance, Remediation and Probation Policy for the 2011-2012 School Year.

POLICY TEXT:

I. Purpose and Goals

This policy shall establish the standards and criteria for placing a school on Remediation or Probation for the 2011-2012 school year based on assessments administered in Spring 2011 and other performance data from prior school years. A school's accountability status from the 2010-2011 school year shall remain in effect until such time as the school is notified of their new status issued in accordance with this policy.

This policy sets out a systematic means for identifying schools in need of remedial assistance and increased oversight due to insufficient levels of achievement. Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of attendance centers and requires the Chief Executive Officer ("CEO") to monitor the performance of each school using the criteria and rating system established by the Board to identify those schools in which: (1) there is a failure to develop, implement, or comply with the school improvement plan; (2) there is a pervasive breakdown in the educational program as indicated by various factors such as the absence of improvement in reading and math achievement scores, an increased drop-out rate, a decreased graduation rate, or a decrease in the rate of student attendance, or (3) there is a failure or refusal to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or with applicable Board rules and policies.

The Board recognizes that an effective and fair school remediation and probation system considers student test score performance, student growth and progress trends. Therefore, this policy establishes a comprehensive system to assess school performance in order to identify, monitor and assist schools with low student test scores as well as schools with stagnant or insufficient rates of student improvement.

II. Scope of the Policy

All Chicago Public Schools ("CPS") shall be subject to this policy, except charter schools under contract with the Board. A charter school shall receive an accountability designation using the criteria hereunder for purposes of comparison to other CPS schools and public reporting. A decision to renew or revoke a school's charter is governed by the terms of a school's applicable performance agreement and accountability plan with the Board.

Schools newly established by the Board shall receive an accountability designation after the third year of operation or at such time as adequate measures of student achievement become available.

III. Definitions

Remediation: An accountability designation assigned to schools where the CEO determines that a school's budget or any amendment thereto may compromise the implementation of the school's No Child Left Behind Act (NCLB) Corrective Action measures or Restructuring Plan.

Probation: An accountability designation assigned to non-performing schools where the CEO determines, utilizing the criteria set out in this policy, that a school requires remedial probation measures as described in this policy, including increased oversight, to address performance deficiencies.

Good Standing: An accountability designation assigned to schools where the CEO determines, based on the criteria set out in this policy, that student performance and improvement meets or exceeds district standards.

Adequate Yearly Progress: School rating issued by the Illinois State Board of Education that identifies if students are improving their performance based on the established annual targets.

Achievement Level 1: Shall mean the rating for:
- an elementary school that obtains a total performance score of thirty (30) or above or with at least 71% of the available performance points; or
- a high school that obtains a total performance score of twenty-eight (28) or above or with at least 66.7% of the available performance points.

Achievement Level 2: Shall mean the rating for:
- an elementary school that obtains a total performance score of twenty-one (21) to twenty-nine (29) or with 50%-70.9% of the available performance points; or
- a high school that obtains a total performance score of eighteen and two-thirds (18.67) to twenty-seven and two-thirds (27.67) or with 44%-66.6% of the available performance points.

Achievement Level 3: Shall mean the rating for:
- an elementary school that obtains a total performance score of twenty (20) or below or with less than 50% of the available performance points; or
- a high school that obtains a total performance score of eighteen and one-third (18.33) or below or with less than 44% of the available performance points.

Value-Added: Shall mean the metric that assesses school effects on students' academic growth, controlling for student characteristics, grade level, and prior performance through a regression methodology. Academic growth is measured by the change in scale score points on the ISAT from one year to the next.

ISAT: means the Illinois Standards Achievement Test.

ISAT Composite: means the composite score from ISAT Reading, Mathematics and Science test results.

PSAE: means the Prairie State Achievement Examination.

PSAE Composite: means the composite score from PSAE Reading, Mathematics and Science test results.

EPAS: means the series of three assessments (EXPLORE, PLAN and ACT) that are administered to high school students in the following order: (1) EXPLORE – administered to high school freshmen, (2) PLAN – administered to high school sophomores, and (3) ACT – administered to high school juniors.

Freshmen On-Track: Shall mean the percentage of first-time freshmen students who earn five credits in their freshman year and fail no more than one semester core course (English, Mathematics, Science and Social Science).

One-Year Drop-out Rate: Shall mean the percentage of students who drop-out in a given year who have not previously dropped out.

Membership Days: Shall mean the number of days that the students on a school's enrollment register should be in attendance. Membership days will end for 8th and 12th graders on the date of graduation authorized by the Board and shall be adjusted for students with medically fragile conditions.

Attendance Rate: Shall mean the total number of actual student attendance days divided by the number of total student membership days.

Advanced Placement (AP) Class: Shall mean a college-level course approved by the College Board to be designated as AP in accordance with established requirements.

International Baccalaureate (IB) Class: Shall mean a college-level course approved by the International Baccalaureate Organization to be designated as an IB class in accordance with established requirements.
AP Exam: Shall mean the end of course exam established by the College Board that is administered upon completion of an AP class.

IB Exam: Shall mean the end of course exam established by the International Baccalaureate Organization that is administered upon completion of an IB class.

IV. PERFORMANCE EVALUATION SYSTEM

A. Calculation of Score

Every school shall receive a performance score based upon its level of current performance, trend over time and student growth as described in Section V below. A school will be evaluated on each of the accountability indicators identified in Section V using best available data and will receive a score for each indicator as well as a total performance score that accounts for the school's overall performance on all accountability indicators. The total performance score will be used to determine whether a school qualifies for an Achievement Level 1, 2 or 3 rating. A school shall receive an accountability status hereunder whereby the school shall be identified as either on Probation, in Good Standing or in Remediation, as further described herein.

B. Determinations

1. Scoring Exceptions: Schools that do not qualify for all points hereunder due to the following circumstances shall have their Achievement level determinations based on the percentage of available points earned rather than the actual points earned: (a) if data for two previous years is not available for a particular metric measuring change over time, the school will not get a score for that metric; (b) if data is available but not reliable due to no fault of the school, the CEO may remove the affected metric from consideration and the school will not get a score for that metric. ISAT and PSAE scores of students who are English Language Learners in program years 0-5 will not be factored into current status or trend scores hereunder.

2. Accountability Status Determination: A school with an Achievement Level 3 score hereunder shall receive Probation status. A school with an Achievement Level 1 score or an Achievement Level 2 score hereunder shall receive Good Standing status, except for the following which shall receive Probation status hereunder:

a. A school that has not satisfied the following minimum ISAT or PSAE composite score requirement:
   i. Elementary school minimum 2011 ISAT Composite score - 50% meeting or exceeding state standards
   ii. High school minimum 2011 PSAE Composite score - 10% meeting or exceeding state standards.

b. A school that has not satisfied all applicable sustained academic improvement requirements set out in Section VII as follows:
   i. A school that has been on Probation status for 2 or more consecutive years must receive a Level 1 or Level 2 rating for 2 consecutive years to be removed from Probation; or
   ii. A school where the Board has taken an action under 105 ILCS 5/34-8.3(d)(2) or (4) must remain on Probation for a minimum of 5 years or until the school has made Adequate Yearly Progress for 2 consecutive years, whichever occurs later.

Notwithstanding the foregoing, a school with Good Standing status may be placed in Remediation in accordance with Section IV.B.3.

3. NCLB School Improvement Status: For schools not on Probation but that have either "Corrective Action", "Restructuring Planning" or "Restructuring Implementation" status under NCLB, the CEO reserves the right to place the school in Remediation status at any time if the CEO determines that the school's budget or any amendment thereto may compromise the implementation of the school's NCLB Corrective Action or Restructuring Plan.

V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

A. Elementary School Indicators, Standards and Scoring

An elementary school may receive a total performance rating score ranging from zero (0) to forty (42). For the 2011-2012 school year, the current status, trend and growth indicators and standards that determine an elementary school's performance score shall be as follows:

1. ISAT Mathematics – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students ***meeting or exceeding*** state standards as indicated by the school's ISAT mathematics results. Current status is determined by averaging the school's ISAT mathematics results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on ISAT mathematics. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 ISAT mathematics assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or more of students meeting or exceeding state standards on the 2011 ISAT mathematics assessment automatically earn 3 points regardless of improvement.

2. ISAT Reading – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students ***meeting or exceeding*** state standards as indicated by the school's ISAT reading results. Current status is determined by averaging the school's ISAT reading results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on ISAT reading. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 ISAT reading assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point

Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 ISAT reading assessment automatically earn 3 points regardless of improvement.

3. ISAT Science – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students ***meeting or exceeding*** state standards as indicated by the school's ISAT science results. Current status is determined by averaging the school's ISAT science results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on ISAT science. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 ISAT science assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 ISAT science assessment automatically earn 3 points regardless of improvement.

4. ISAT Composite - All Grades – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students in all grades who are ***exceeding*** state standards as indicated by the school's ISAT Composite. Current status is determined by averaging the school's ISAT Composite results from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

25% or more exceeding	=	3 points
15%-24.9% exceeding	=	2 points
5%-14.9% exceeding	=	1 point
Under 5% exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students in all grades who are ***exceeding*** state standards on ISAT Composite. Improvement trend is determined by comparing the 2011 score for all students with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students in all grades exceeding state standards on the 2011 ISAT Composite, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point

Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students in all grades exceeding state standards on the 2011 ISAT Composite automatically earn 3 points regardless of improvement.

5. ISAT Composite – Highest Grade Students – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students in the school's highest grade level who are ***exceeding*** state standards as indicated by the school's ISAT Composite. Current status is determined by averaging the school's ISAT Composite results for students in the highest grade from tests administered in Spring 2010 and Spring 2011. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

25% or more exceeding	=	3 points
15%-24.9% exceeding	=	2 points
5%-14.9% exceeding	=	1 point
Under 5% exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students in the school's highest grade level who are ***exceeding*** state standards on ISAT Composite. Improvement trend is determined by comparing the 2011 score for students in the highest grade with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students in the highest grade exceeding state standards on the 2011 ISAT Composite, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students in the highest grade exceeding state standards on the 2011 ISAT Composite automatically earn 3 points regardless of improvement.

6. Attendance – 6 possible points

a. Current Status - An elementary school shall be evaluated on its average attendance rate from the two most recent school years. To determine current status, a school's average attendance rates from the 2009-2010 school year and from the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

95% or more attendance rate	=	3 points
93%-94.9% attendance rate	=	2 points
90%-92.9% attendance rate	=	1 point
Under 90% attendance rate	=	0 points

b. Trend - An elementary school shall be evaluated on improvement of its average attendance rate. Improvement trend is determined by comparing the 2010-2011 attendance rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 attendance rate of 0%-94.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5 percentage points	=	1 point
Improvement of at least 0.5 but under 1.0 percentage points	=	2 points

Improvement of at least 1.0 percentage points	=	3 points

- Schools with a 2010-2011 attendance rate of 95% or greater earn 3 points regardless of improvement.

7. Value-Added – ISAT Reading – 3 possible points

Value-Added Score – An elementary school shall be evaluated on its Value-Added scale score gain for ISAT reading and shall receive points towards its overall performance score as follows:

At least one standard deviation above the district average in 2011	= 3 points
Greater than or equal to the district average, but less than one standard deviation above the district average in 2011	= 2 points
Below the district average, but by no more than one standard deviation in 2011	= 1 point
More than one standard deviation below the district average in 2011	= 0 points

8. Value-Added - ISAT Mathematics – 3 possible points

Value-Added Score – An elementary school shall be evaluated on its Value-Added scale score gain for ISAT mathematics and shall receive points towards its overall performance score as follows:

At least one standard deviation above the district average in 2011	= 3 points
Greater than or equal to the district average, but less than one standard deviation above the district average in 2011	= 2 points
Below the district average, but by no more than one standard deviation in 2011	= 1 point
More than one standard deviation below the district average in 2011	= 0 points

B. <u>High School Indicators, Standards and Scoring</u>

A high school may receive a total performance score ranging from zero (0) to forty-two (42). For the 2011-2012 school year, the current status, trend, and growth indicators and standards that determine a high school's performance score shall be as follows:

1. One-Year Drop-Out Rate – 6 possible points

a. Current Status - A high school shall be evaluated on its one-year drop-out rate averaged from the two most recent school years. To determine current status, a school's one-year drop-out rates from the 2009-2010 school year and from the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

2% or less drop out in one year	=	3 points
2.1% - 6% drop out in one year	=	2 points
6.1% - 10% drop out in one year	=	1 point
More than 10% drop out in one year	=	0 points

b. Trend – A high school shall be evaluated on improvement of its one-year drop-out rate. Improvement trend is determined by comparing the 2010-2011 rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 one-year drop-out rate of more than 0.5%, points are earned as follows:

No reduction	=	0 points
Reduction of at least 0.1 but under 1.0 percentage points	=	1 point
Reduction of at least 1.0 but under 3.0 percentage points	=	2 points
Reduction of at least 3.0 percentage points	=	3 points

- Schools with a 2010-2011 one-year drop-out rate of 0.5% or less automatically earn 3 points regardless of improvement

2. Freshmen On-Track – 6 possible points

a. Current Status – A high school shall be evaluated on its Freshmen On-Track rate averaged from the two most recent school years. To determine current status, a school's Freshmen On-Track rates for the 2009-2010 school year and the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more on track	=	3 points
60%-79.9% on track	=	2 points
45%-59.9% on track	=	1 point
Less than 45% on track	=	0 points

b. Trend – A high school shall be evaluated on improvement of its Freshmen On-Track rate. Improvement trend is determined by comparing the 2010-2011 rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. The school shall receive points as follows:

- For schools with a 2010-2011 Freshman On-Track rate of 0%-89.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2 points
Improvement of at least 5.0 percentage points	=	3 points

- Schools with a 2010-2011 Freshman On-Track rate of 90% or greater automatically earn 3 points regardless of improvement.

3. ACT Score – 6 possible points

a. Current Status – A high school shall be evaluated on its average ACT score. To determine current status, a school's average ACT scores for tests administered to students in Grade 11 during the Spring 2010 PSAE administration and during the Spring 2011 PSAE administration will be averaged. If two years of data are not available, one year of data will be used. The school shall receive points towards its overall performance score as follows:

Average ACT score is 20 or more	=	3 points
Average ACT score is at least 18, but less than 20	=	2 points
Average ACT score is at least 16, but less than 18	=	1 point
Average ACT score is less than 16	=	0 points

b. Trend – A high school shall be evaluated on improvement of its average ACT score. Improvement trend is determined by comparing the 2011 average ACT score with the average ACT score of the three previous years. If the school does not have three previous years of data, two years of data will be used. The school shall receive points as follows:

- For schools with a 2011 average ACT score of 0-22.9, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5	=	1 point
Improvement of at least 0.5 but under 1.0	=	2 points
Improvement of at least 1.0	=	3 points

- Schools with a 2011 average ACT of 23 or greater automatically earn 3 points regardless of improvement.

4. PSAE Reading Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE reading results averaged from the two most recent school years. To determine current status, the school's PSAE reading results from tests administered to students in Grade 11 in Spring 2010 and Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on PSAE reading. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 PSAE reading assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE reading assessment automatically earn 1 point regardless of improvement.

5. PSAE Mathematics Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE mathematics results averaged from the two most recent school years. To determine current status, the school's PSAE mathematics results from tests administered to students in Grade 11 in Spring 2010 and Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on PSAE mathematics. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 PSAE mathematics assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE mathematics assessment automatically earn 1 point regardless of improvement.

6. PSAE Science Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE science results averaged from the two most recent school years. To determine current status, the school's PSAE science results from tests administered to students in Grade 11 in Spring 2010 and Spring 2011 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on PSAE science. Improvement trend is determined by comparing the 2011 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2011 PSAE science assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2011 PSAE science assessment automatically earn 1 point regardless of improvement.

7. Attendance – 6 possible points

a. Current Status - A high school shall be evaluated on its average attendance rate from the two most recent school years. To determine current status, a school's attendance rates from the 2009-2010 school year and the 2010-2011 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

95% or more attendance rate	=	3 points
90%-94.9% attendance rate	=	2 points
85%-89.9% attendance rate	=	1 point
Under 85% attendance rate	=	0 points

b. Trend - A high school shall be evaluated on improvement of its average attendance rate. Improvement trend is determined by comparing the 2010-2011 attendance rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 attendance rate of 0%-94.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5 percentage points	=	1 point
Improvement of at least 0.5 but under 1.0 percentage points	=	2 points
Improvement of at least 1.0 percentage points	=	3 points

- Schools with a 2010-2011 attendance rate of 95% or greater earn 3 points regardless of improvement.

8. Students Enrolled in AP or IB Classes – 3 Possible Points

Trend – A high school shall be evaluated on improvement in the percentage of its students enrolled in at least one AP or IB class. Improvement trend is determined by comparing the 2010-2011 enrollment

percentage with the average percentage of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2010-2011 AP/IB enrollment rate of 0%-34.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2 points
Improvement of at least 5.0 percentage points	=	3 points

- Schools with a 2010-2011 AP/IB enrollment rate of 35% or greater earn 3 points regardless of improvement.

9. *Students Scoring 3+ on AP Exams or 4+ on IB Exams – 3 Possible Points*

Trend – A high school shall be evaluated on improvement on the percentage of its students who are enrolled in AP classes that score 3+ on at least one AP exam, or are enrolled in IB classes that score 4+ on at least one IB exam. Improvement trend is determined by comparing the 2010-2011 AP/IB success percentage with the average percentage of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of AP/IB enrolled students scoring 3+ on AP exams or 4+ on IB exams in 2010-2011, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 1.0 percentage points	=	1 point
Improvement of at least 1.0 but under 3.0 percentage points	=	2 points
Improvement of at least 3.0 percentage points	=	3 points

- Schools with 90% or greater of AP/IB enrolled students scoring 3+ on AP exams or 4+ on IB exams in 2010-2011 earn 3 points regardless of improvement.

10. *Students Making Expected EPAS Reading Gains – 3 possible points*

Current Status - A high school shall be evaluated on the percentage of its students making expected gains in reading from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Reading Gains score at or above the 85th district-wide percentile	=	3 points
Schools with an EPAS Reading Gains score at or above the 50th district-wide percentile, but below the 85th district-wide percentile	=	2 points
Schools with an EPAS Reading Gains score at or above the 15th district-wide percentile, but below the 50th district-wide percentile	=	1 point
Schools with an EPAS Reading Gains score below the 15th district-wide percentile	=	0 points

11. *Students Making Expected EPAS Mathematics Gains – 3 possible points*

Current Status - A high school shall be evaluated on the percentage of its students making expected gains in mathematics from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Mathematics Gains score at or above the 85th district-wide percentile	=	3 points
Schools with an EPAS Mathematics Gains score at or above the 50th district-wide percentile, but below the 85th district-wide percentile	=	2 points
Schools with an EPAS Mathematics Gains score at or above the 15th district-wide percentile, but below the 50th district-wide percentile	=	1 point
Schools with an EPAS Mathematics Gains score below the 15th district-wide percentile	=	0 points

VI. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE

On a date to be determined by the CEO or his designee, after school performance data is available, schools will be notified as to their accountability designation hereunder.

A. Schools Placed on Remediation

Any school that receives a Remediation status as described in Section IV.B. hereunder shall participate in a remedial program in which a Remediation Plan is developed by the CEO. A Remediation Plan may include one or more of the following components:

1. Drafting a new school improvement plan;
2. Additional training for the local school council;
3. Directing the implementation of the school improvement plan; and
4. Mediating disputes or other obstacles to reform or improvement at the school.

In creating a Remediation Plan, the CEO or designee shall monitor and give assistance to these schools to ensure that all aspects of the plan, including the school budget, address the educational deficiencies at these schools and ensure the development and full implementation of a school's NCLB Corrective Action measures and/or Restructuring plan.

For all schools placed on Remediation, the CEO or designee shall approve the final Remediation Plan, including the school budget.

B. Schools Placed on Probation

1. School Improvement Plan and Budget: Each school placed on Probation shall have a school improvement plan and a school budget for correcting deficiencies identified by the Board. The CEO or designee shall develop a school improvement plan that shall contain specific steps that the local school council and the school staff must take to correct identified deficiencies. The school budget shall include specific expenditures directly calculated to correct educational and operational deficiencies identified at the school.

In creating or updating the required plan, the CEO or designee shall give assistance to Probation schools to ensure that all aspects of the plan, including the school budget, reflect and are tailored to the individual needs of the school and that the plan addresses the educational deficiencies at these schools. For schools with a federal school improvement status for failure to make adequate yearly progress (AYP), the school improvement plan shall also include strategies and activities to achieve AYP and ensure the development and full implementation of the school's NCLB Corrective Action measures and/or Restructuring plan, as applicable.

The Board shall approve school improvement plans and budget for all schools, including schools placed on Probation, as part of the annual school fiscal year budget resolution. Any updates to such school improvement plan or school budget to address new data on the deficiencies at Probation schools and schools with a federal school improvement status shall be approved by the Board in accordance with the state's timeline for Board approval of federal school improvement plans. Thereafter, any amendments to the school improvement plan or budget shall be approved by the CEO or designee.

Except when otherwise specified by the CEO, the Chief Area Officer (CAO) and CAO designees shall serve as the probation team that will identify the educational and operational deficiencies at Probation schools in their Area to be addressed in the school improvement plan and budget presented to the Board for approval.

2. Monitoring: The CEO or designee shall monitor each Probation school's implementation of the final plan and the progress the school makes toward implementation of the plan and the correction of its educational deficiencies.

3. Additional Corrective Measures: Schools placed on Probation that, after at least one year, fail to make adequate progress in correcting deficiencies are subject to the following actions by the approval of the Board, after an opportunity for a hearing:

a. Ordering new local school council elections;
b. Removing and replacing the principal;
c. Replacement of faculty members, subject to the provisions of Section 24A-5 of the Illinois School Code;
d. Reconstitution of the attendance center and replacement and reassignment by the CEO of all employees of the attendance center;
e. Intervention under Section 34-8.4 of the Illinois School Code;
f. Operating an attendance center as a contract turnaround school;
g. Closing of the school; or
h. Any other action authorized under Section 34-8.3 of the Illinois School Code

The Law Department shall develop and disseminate hearing procedures for hearings required before taking any of the corrective actions specified above.

VII. REMOVAL FROM PROBATION STATUS – SUSTAINED ACADEMIC IMPROVEMENT REQUIREMENTS

A. The Chief Executive Officer shall remove from Probation any school that no longer meets the criteria established by the Board for a Probation status as follows:

1. Except as provided in Section VII.B below, schools in their first year of Probation status during the 2010-2011 school year shall be removed from probation if they achieve Achievement Level 1 or Achievement Level 2 rating hereunder.

2. Except as provided in Section VII.B below, schools in their second or later year of probation status during the 2010-2011 school year must show sustained academic improvement with two consecutive years of Achievement Level 1 or Achievement Level 2 ratings to be removed from Probation.

B. Notwithstanding anything herein to the contrary, for schools where the Board has taken action under 105 ILCS 5/34-8.3(d)(2) or (4), the school will remain on Probation until such time as the school makes Adequate Yearly Progress for two consecutive years or until a period of five (5) years has passed since the Board took such 8.3(d)(2) or (4) action, whichever occurs later.

Amends/Rescinds:	Adopted 10-0728-PO4 (2011-2012 School Year)
Cross References:	10-0728-PO3; 09-0624-PO1; 08-0602-PO2; 07-0328-PO1; 06-0823-PO2; 06-0322-PO2; 04-0225-PO3; 03-0423-PO03; 02-1218-PO01; 99-0825-PO2
Legal References:	105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4; 105 ILCS 5/24A-5.

Chicago Public Schools Policy Manual

Title: SCHOOL PERFORMANCE, REMEDIATION AND PROBATION POLICY FOR THE 2012-2013 SCHOOL YEAR
Section: 302.6
Board Report: 12-0725-PO2 **Date Adopted:** July 25, 2012
Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt a School Performance, Remediation and Probation Policy for the 2012-2013 School Year.

POLICY TEXT:

I. Purpose and Goals

This policy shall establish the standards and criteria for placing a school on Remediation or Probation for the 2012-2013 school year based on assessments administered in Spring 2012 and other performance data from prior school years. A school's accountability status from the 2011-2012 school year shall remain in effect until such time as the school is notified of their new status issued in accordance with this policy.

This policy sets out a systematic means for identifying schools in need of remedial assistance and increased oversight due to insufficient levels of achievement. Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of attendance centers and requires the Chief Executive Officer ("CEO") to monitor the performance of each school using the criteria and rating system established by the Board to identify those schools in which: (1) there is a failure to develop, implement, or comply with the school improvement plan; (2) there is a pervasive breakdown in the educational program as indicated by various factors such as the absence of improvement in reading and math achievement scores, an increased drop-out rate, a decreased graduation rate, or a decrease in the rate of student attendance; or (3) there is a failure or refusal to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or with applicable Board rules and policies.

The Board recognizes that an effective and fair school remediation and probation system considers student test score performance, student growth and progress trends. Therefore, this policy establishes a comprehensive system to assess school performance in order to identify, monitor and assist schools with low student test scores as well as schools with stagnant or insufficient rates of student improvement.

II. Scope of the Policy

All Chicago Public Schools ("CPS") shall be subject to this policy, except charter schools under contract with the Board. A charter school shall receive an accountability designation using the criteria hereunder for purposes of comparison to other CPS schools and public reporting. A decision to renew or revoke a school's charter is governed by the terms of a school's applicable performance agreement and accountability plan with the Board.

Schools newly established by the Board shall receive an accountability designation after the third year of operation or at such time as adequate measures of student achievement become available.

III. Definitions

Remediation: An accountability designation assigned to schools where the CEO determines that a school's budget or any amendment thereto may compromise the implementation of the school's No Child Left Behind Act (NCLB) Corrective Action measures or Restructuring Plan.

Probation: An accountability designation assigned to non-performing schools where the CEO determines, utilizing the criteria set out in this policy, that a school requires remedial probation measures as described in this policy, including increased oversight, to address performance deficiencies.

Good Standing: An accountability designation assigned to schools where the CEO determines, based on the criteria set out in this policy, that student performance and improvement meets or exceeds district standards.

Adequate Yearly Progress: School rating issued by the Illinois State Board of Education that identifies if students are improving their performance based on the established annual targets.

Achievement Level 1: Shall mean the rating for:

- an elementary school that obtains a total performance score of thirty (30) or above or with at least 71% of the available performance points; or
- a high school that obtains a total performance score of twenty-eight (28) or above or with at least 66.7% of the available performance points.

Achievement Level 2: Shall mean the rating for:

- an elementary school that obtains a total performance score of twenty-one (21) to twenty-nine (29) or with 50%-70.9% of the available performance points; or
- a high school that obtains a total performance score of eighteen and two-thirds (18.67) to twenty-seven and two-thirds (27.67) or with 44%-66.6% of the available performance points.

Achievement Level 3: Shall mean the rating for:

- an elementary school that obtains a total performance score of twenty (20) or below or with less than 50% of the available performance points; or
- a high school that obtains a total performance score of eighteen and one-third (18.33) or below or with less than 44% of the available performance points.

Value-Added: Shall mean the metric that assesses school effects on students' academic growth, controlling for student characteristics (including, but not limited to, student mobility rates, poverty rates, special education status and bilingual education status) grade level, and prior performance through a regression methodology. Academic growth is measured by the change in scale score points on the ISAT from one year to the next.

ISAT: means the Illinois Standards Achievement Test.

ISAT Composite: means the composite score from ISAT Reading, Mathematics and Science test results.

PSAE: means the Prairie State Achievement Examination.

PSAE Composite: means the composite score from PSAE Reading, Mathematics and Science test results.

EPAS: means the series of three assessments (EXPLORE, PLAN and ACT) that are administered to high school students in the following order: (1) EXPLORE – administered to high school freshmen, (2) PLAN – administered to high school sophomores, and (3) ACT – administered to high school juniors.

Freshmen On-Track: Shall mean the percentage of first-time freshmen students who earn five credits in their freshman year and fail no more than one semester core course (English, Mathematics, Science and Social Science).

One-Year Drop-out Rate: Shall mean the percentage of students who drop-out in a given year who have not previously dropped out.

Membership Days: Shall mean the number of days that the students on a school's enrollment register should be in attendance. Membership days will end for 8^{th} and 12^{th} graders on the date of graduation authorized by the Board and shall be adjusted for students with medically fragile conditions.

Attendance Rate: Shall mean the total number of actual student attendance days divided by the number of total student membership days.

Advanced Placement (AP) Class: Shall mean a college-level course approved by the College Board to be designated as AP in accordance with established requirements.

International Baccalaureate (IB) Class: Shall mean a college-level course approved by the International Baccalaureate Organization to be designated as an IB class in accordance with established requirements.
AP Exam: Shall mean the end of course exam established by the College Board that is administered upon completion of an AP class.

IB Exam: Shall mean the end of course exam established by the International Baccalaureate Organization that is administered upon completion of an IB class.

IV. PERFORMANCE EVALUATION SYSTEM

A. Calculation of Score

Every school shall receive a performance score based upon its level of current performance, trend over time and student growth as described in Section V below. A school will be evaluated on each of the accountability indicators identified in Section V using best available data and will receive a score for each indicator as well as a total performance score that accounts for the school's overall performance on all accountability indicators. The total performance score will be used to determine whether a school qualifies for an Achievement Level 1, 2 or 3 rating. A school shall receive an accountability status hereunder whereby the school shall be identified as either on Probation, in Good Standing or in Remediation, as further described herein.

B. Determinations

1. Scoring Exceptions: Schools that do not qualify for all points hereunder due to the following circumstances shall have their Achievement Level determinations based on the percentage of available points earned rather than the actual points earned: (a) if data for two previous years is not available for a particular metric measuring change over time, the school will not get a score for that metric; (b) if data is available but not reliable due to no fault of the school, the CEO may remove the affected metric from consideration and the school will not get a score for that metric. ISAT and PSAE scores of students who are English Language Learners in program years 0-5 will not be factored into current status or trend scores hereunder.

2. Accountability Status Determination: A school with an Achievement Level 3 score hereunder shall receive Probation status. A school with an Achievement Level 1 score or an Achievement Level 2 score hereunder shall receive Good Standing status, except for the following which shall receive Probation status hereunder:

a. A school that has not satisfied the following minimum ISAT or PSAE composite score requirement:
   i. Elementary school minimum 2012 ISAT Composite score - 50% meeting or exceeding state standards
   ii. High school minimum 2012 PSAE Composite score - 10% meeting or exceeding state standards.

b. A school that has not satisfied all applicable sustained academic improvement requirements set out in Section VII as follows:
   i. A school that has been on Probation status for 2 or more consecutive years must receive a Level 1 or Level 2 rating for 2 consecutive years to be removed from Probation; or
   ii. A school where the Board has taken an action under 105 ILCS 5/34-8.3(d)(2) or (4) must remain on Probation for a minimum of 5 years or until the school has made Adequate Yearly Progress for 2 consecutive years, whichever occurs later.

c. There is a failure or refusal to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or with applicable Board rules and policies.

Notwithstanding the foregoing, a school with Good Standing status may be placed in Remediation in accordance with Section IV.B.3.

3. NCLB School Improvement Status: For schools not on Probation but that have either "Corrective Action", "Restructuring Planning" or "Restructuring Implementation" status under NCLB, the CEO reserves the right to place the school in Remediation status at any time if the CEO determines that the school's budget or any amendment thereto may compromise the implementation of the school's NCLB Corrective Action or Restructuring Plan.

V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

A. Elementary School Indicators, Standards and Scoring

An elementary school may receive a total performance rating score ranging from zero (0) to forty (42). For the 2012-2013 school year, the current status, trend and growth indicators and standards that determine an elementary school's performance score shall be as follows:

1. ISAT Mathematics – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students ***meeting or exceeding*** state standards as indicated by the school's ISAT mathematics results. Current status is determined by averaging the school's ISAT mathematics results from tests administered in Spring 2011 and Spring 2012. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on ISAT mathematics. Improvement trend is determined by comparing the 2012 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2012 ISAT mathematics assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or more of students meeting or exceeding state standards on the 2012 ISAT mathematics assessment automatically earn 3 points regardless of improvement.

2. ISAT Reading – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students ***meeting or exceeding*** state standards as indicated by the school's ISAT reading results. Current status is determined by averaging the school's ISAT reading results from tests administered in Spring 2011 and Spring 2012. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on ISAT reading. Improvement trend is determined by comparing the 2012 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2012 ISAT reading assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points

Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students meeting or exceeding state standards on the 2012 ISAT reading assessment automatically earn 3 points regardless of improvement.

3. *ISAT Science – 6 possible points*

a. Current Status - An elementary school shall be evaluated on the percentage of students ***meeting or exceeding*** state standards as indicated by the school's ISAT science results. Current status is determined by averaging the school's ISAT science results from tests administered in Spring 2011 and Spring 2012. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on ISAT science. Improvement trend is determined by comparing the 2012 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2012 ISAT science assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students meeting or exceeding state standards on the 2012 ISAT science assessment automatically earn 3 points regardless of improvement.

4. *ISAT Composite - All Grades – 6 possible points*

a. Current Status - An elementary school shall be evaluated on the percentage of students in all grades who are ***exceeding*** state standards as indicated by the school's ISAT Composite. Current status is determined by averaging the school's ISAT Composite results from tests administered in Spring 2011 and Spring 2012. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

25% or more exceeding	=	3 points
15%-24.9% exceeding	=	2 points
5%-14.9% exceeding	=	1 point
Under 5% exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students in all grades who are ***exceeding*** state standards on ISAT Composite. Improvement trend is determined by comparing the 2012 score for all students with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students in all grades exceeding state standards on the 2012 ISAT Composite, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students in all grades exceeding state standards on the 2012 ISAT Composite automatically earn 3 points regardless of improvement.

5. ISAT Composite – Highest Grade Students – 6 possible points

a. Current Status - An elementary school shall be evaluated on the percentage of students in the school's highest grade level who are ***exceeding*** state standards as indicated by the school's ISAT Composite. Current status is determined by averaging the school's ISAT Composite results for students in the highest grade from tests administered in Spring 2011 and Spring 2012. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

25% or more exceeding	=	3 points
15%-24.9% exceeding	=	2 points
5%-14.9% exceeding	=	1 point
Under 5% exceeding	=	0 points

b. Trend - An elementary school shall be evaluated on improvement in the percentage of students in the school's highest grade level who are ***exceeding*** state standards on ISAT Composite. Improvement trend is determined by comparing the 2012 score for students in the highest grade with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students in the highest grade exceeding state standards on the 2012 ISAT Composite, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students in the highest grade exceeding state standards on the 2012 ISAT Composite automatically earn 3 points regardless of improvement.

6. Attendance – 6 possible points

a. Current Status - An elementary school shall be evaluated on its average attendance rate from the two most recent school years. To determine current status, a school's average attendance rates from the 2010-2011 school year and from the 2011-2012 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

95% or more attendance rate	=	3 points
93%-94.9% attendance rate	=	2 points
90%-92.9% attendance rate	=	1 point
Under 90% attendance rate	=	0 points

b. Trend - An elementary school shall be evaluated on improvement of its average attendance rate. Improvement trend is determined by comparing the 2011-2012 attendance rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2011-2012 attendance rate of 0%-94.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5 percentage points	=	1 point
Improvement of at least 0.5 but under 1.0 percentage points	=	2 points
Improvement of at least 1.0 percentage points	=	3 points

- Schools with a 2011-2012 attendance rate of 95% or greater earn 3 points regardless of improvement.

7. Value-Added – ISAT Reading – 3 possible points

Value-Added Score – An elementary school shall be evaluated on its Value-Added scale score gain for ISAT reading and shall receive points towards its overall performance score as follows:

At least one standard deviation above the district average in 2012	= 3 points
Greater than or equal to the district average, but less than one standard deviation above the district average in 2012	= 2 points
Below the district average, but by no more than one standard deviation in 2012	= 1 point
More than one standard deviation below the district average in 2012	= 0 points

8. Value-Added - ISAT Mathematics – 3 possible points

Value-Added Score – An elementary school shall be evaluated on its Value-Added scale score gain for ISAT mathematics and shall receive points towards its overall performance score as follows:

At least one standard deviation above the district average in 2012	= 3 points
Greater than or equal to the district average, but less than one standard deviation above the district average in 2012	= 2 points
Below the district average, but by no more than one standard deviation in 2012	= 1 point
More than one standard deviation below the district average in 2012	= 0 points

B. High School Indicators, Standards and Scoring

A high school may receive a total performance score ranging from zero (0) to forty-two (42). For the 2011-2012 school year, the current status, trend, and growth indicators and standards that determine a high school's performance score shall be as follows:

1. One-Year Drop-Out Rate – 6 possible points

a. Current Status - A high school shall be evaluated on its one-year drop-out rate averaged from the two most recent school years. To determine current status, a school's one-year drop-out rates from the 2010-2011 school year and from the 2011-2012 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

2% or less drop out in one year	=	3 points
2.1% - 6% drop out in one year	=	2 points
6.1% - 10% drop out in one year	=	1 point
More than 10% drop out in one year	=	0 points

b. Trend – A high school shall be evaluated on improvement of its one-year drop-out rate. Improvement trend is determined by comparing the 2011-2012 rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2011-2012 one-year drop-out rate of more than 0.5%, points are earned as follows:

No reduction	=	0 points
Reduction of at least 0.1 but under 1.0 percentage points	=	1 point
Reduction of at least 1.0 but under 3.0 percentage points	=	2 points
Reduction of at least 3.0 percentage points	=	3 points

- Schools with a 2011-2012 one-year drop-out rate of 0.5% or less automatically earn 3 points regardless of improvement

2. *Freshmen On-Track – 6 possible points*

a. Current Status – A high school shall be evaluated on its Freshmen On-Track rate averaged from the two most recent school years. To determine current status, a school's Freshmen On-Track rates for the 2010-2011 school year and the 2011-2012 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more on track	=	3 points
60%-79.9% on track	=	2 points
45%-59.9% on track	=	1 point
Less than 45% on track	=	0 points

b. Trend – A high school shall be evaluated on improvement of its Freshmen On-Track rate. Improvement trend is determined by comparing the 2011-2012 rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. The school shall receive points as follows:

- For schools with a 2011-2012 Freshman On-Track rate of 0%-89.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2 points
Improvement of at least 5.0 percentage points	=	3 points

- Schools with a 2011-2012 Freshman On-Track rate of 90% or greater automatically earn 3 points regardless of improvement.

3. *ACT Score – 6 possible points*

a. Current Status – A high school shall be evaluated on its average ACT score. To determine current status, a school's average ACT scores for tests administered to students in Grade 11 during the Spring 2011 PSAE administration and during the Spring 2012 PSAE administration will be averaged. If two years of data are not available, one year of data will be used. The school shall receive points towards its overall performance score as follows:

Average ACT score is 20 or more	=	3 points
Average ACT score is at least 18, but less than 20	=	2 points
Average ACT score is at least 16, but less than 18	=	1 point
Average ACT score is less than 16	=	0 points

b. Trend – A high school shall be evaluated on improvement of its average ACT score. Improvement trend is determined by comparing the 2012 average ACT score with the average ACT score of the three previous years. If the school does not have three previous years of data, two years of data will be used. The school shall receive points as follows:

- For schools with a 2012 average ACT score of 0-22.9, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5	=	1 point
Improvement of at least 0.5 but under 1.0	=	2 points
Improvement of at least 1.0	=	3 points

- Schools with a 2012 average ACT of 23 or greater automatically earn 3 points regardless of improvement.

4. PSAE Reading Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE reading results averaged from the two most recent school years. To determine current status, the school's PSAE reading results from tests administered to students in Grade 11 in Spring 2011 and Spring 2012 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on PSAE reading. Improvement trend is determined by comparing the 2012 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2012 PSAE reading assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2012 PSAE reading assessment automatically earn 1 point regardless of improvement.

5. PSAE Mathematics Score– 2 possible points

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE mathematics results averaged from the two most recent school years. To determine current status, the school's PSAE mathematics results from tests administered to students in Grade 11 in Spring 2011 and Spring 2012 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on PSAE mathematics. Improvement trend is determined by comparing the 2012 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2012 PSAE mathematics assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2012 PSAE mathematics assessment automatically earn 1 point regardless of improvement.

6. *PSAE Science Score– 2 possible points*

a. Current Status - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE science results averaged from the two most recent school years. To determine current status, the school's PSAE science results from tests administered to students in Grade 11 in Spring 2011 and Spring 2012 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

b. Trend - A high school shall be evaluated on improvement in the percentage of students ***meeting or exceeding*** state standards on PSAE science. Improvement trend is determined by comparing the 2012 score with the average score of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2012 PSAE science assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2012 PSAE science assessment automatically earn 1 point regardless of improvement.

7. *Attendance – 6 possible points*

a. Current Status - A high school shall be evaluated on its average attendance rate from the two most recent school years. To determine current status, a school's attendance rates from the 2010-2011 school year and the 2011-2012 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

95% or more attendance rate	=	3 points
90%-94.9% attendance rate	=	2 points
85%-89.9% attendance rate	=	1 point
Under 85% attendance rate	=	0 points

b. Trend - A high school shall be evaluated on improvement of its average attendance rate. Improvement trend is determined by comparing the 2011-2012 attendance rate with the average rate of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2011-2012 attendance rate of 0%-94.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5 percentage points	=	1 point
Improvement of at least 0.5 but under 1.0 percentage points	=	2 points
Improvement of at least 1.0 percentage points	=	3 points

- Schools with a 2011-2012 attendance rate of 95% or greater earn 3 points regardless of improvement.

8. *Students Enrolled in AP or IB Classes – 3 Possible Points*

Trend – A high school shall be evaluated on improvement in the percentage of its students enrolled in at least one AP or IB class. Improvement trend is determined by comparing the 2011-2012 enrollment

percentage with the average percentage of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with a 2011-2012 AP/IB enrollment rate of 0%-34.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2 points
Improvement of at least 5.0 percentage points	=	3 points

- Schools with a 2011-2012 AP/IB enrollment rate of 35% or greater earn 3 points regardless of improvement.

9. *Students Scoring 3+ on AP Exams or 4+ on IB Exams – 3 Possible Points*

Trend – A high school shall be evaluated on improvement on the percentage of its students who are enrolled in AP classes that score 3+ on at least one AP exam, or are enrolled in IB classes that score 4+ on at least one IB exam. Improvement trend is determined by comparing the 2011-2012 AP/IB success percentage with the average percentage of the three previous years. If the school does not have three previous years of data, two years of data will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of AP/IB enrolled students scoring 3+ on AP exams or 4+ on IB exams in 2011-2012, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 1.0 percentage points	=	1 point
Improvement of at least 1.0 but under 3.0 percentage points	=	2 points
Improvement of at least 3.0 percentage points	=	3 points

- Schools with 90% or greater of AP/IB enrolled students scoring 3+ on AP exams or 4+ on IB exams in 2011-2012 earn 3 points regardless of improvement.

10. *Students Making Expected EPAS Reading Gains – 3 possible points*

Current Status - A high school shall be evaluated on the percentage of its students making expected gains in reading from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Reading Gains score at or above the 85th district-wide percentile	=	3 points
Schools with an EPAS Reading Gains score at or above the 50th district-wide percentile, but below the 85th district-wide percentile	=	2 points
Schools with an EPAS Reading Gains score at or above the 15th district-wide percentile, but below the 50th district-wide percentile	=	1 point
Schools with an EPAS Reading Gains score below the 15th district-wide percentile	=	0 points

11. *Students Making Expected EPAS Mathematics Gains – 3 possible points*

Current Status - A high school shall be evaluated on the percentage of its students making expected gains in mathematics from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Mathematics Gains score at or above the 85th district-wide percentile	=	3 points
Schools with an EPAS Mathematics Gains score at or above the 50th district-wide percentile, but below the 85th district-wide percentile	=	2 points
Schools with an EPAS Mathematics Gains score at or above the 15th district-wide percentile, but below the 50th district-wide percentile	=	1 point
Schools with an EPAS Mathematics Gains score below the 15th district-wide percentile	=	0 points

VI. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE

On a date to be determined by the CEO or his designee, after school performance data is available, schools will be notified as to their accountability designation hereunder.

A. Schools Placed on Remediation

Any school that receives a Remediation status as described in Section IV.B. hereunder shall participate in a remedial program in which a Remediation Plan is developed by the CEO. A Remediation Plan may include one or more of the following components:

1. Drafting a new school improvement plan;
2. Additional training for the local school council;
3. Directing the implementation of the school improvement plan; and
4. Mediating disputes or other obstacles to reform or improvement at the school.

In creating a Remediation Plan, the CEO or designee shall monitor and give assistance to these schools to ensure that all aspects of the plan, including the school budget, address the educational deficiencies at these schools and ensure the development and full implementation of a school's NCLB Corrective Action measures and/or Restructuring plan.

For all schools placed on Remediation, the CEO or designee shall approve the final Remediation Plan, including the school budget.

B. Schools Placed on Probation

1. School Improvement Plan and Budget: Each school placed on Probation shall have a school improvement plan and a school budget for correcting deficiencies identified by the Board. The CEO or designee shall develop a school improvement plan that shall contain specific steps that the local school council and the school staff must take to correct identified deficiencies. The school budget shall include specific expenditures directly calculated to correct educational and operational deficiencies identified at the school.

In creating or updating the required plan, the CEO or designee shall give assistance to Probation schools to ensure that all aspects of the plan, including the school budget, reflect and are tailored to the individual needs of the school and that the plan addresses the educational deficiencies at these schools. For schools with a federal school improvement status for failure to make adequate yearly progress (AYP), the school improvement plan shall also include strategies and activities to achieve AYP and ensure the development and full implementation of the school's NCLB Corrective Action measures and/or Restructuring plan, as applicable.

The Board shall approve school improvement plans and budget for all schools, including schools placed on Probation, as part of the annual school fiscal year budget resolution. Any updates to such school improvement plan or school budget to address new data on the deficiencies at Probation schools and schools with a federal school improvement status shall be approved by the Board in accordance with the state's timeline for Board approval of federal school improvement plans. Thereafter, any amendments to the school improvement plan or budget shall be approved by the CEO or designee.

Except when otherwise specified by the CEO, the Chief of Schools and designees of the Chief of Schools shall serve as the probation team that will identify the educational and operational deficiencies at Probation schools in their Network to be addressed in the school improvement plan and budget presented to the Board for approval.

2. Monitoring: The CEO or designee shall monitor each Probation school's implementation of the final plan and the progress the school makes toward implementation of the plan and the correction of its educational deficiencies.

3. Additional Corrective Measures: Schools placed on Probation that, after at least one year, fail to make adequate progress in correcting deficiencies are subject to the following actions by the approval of the Board, after an opportunity for a hearing:

a. Ordering new local school council elections;
b. Removing and replacing the principal;
c. Replacement of faculty members, subject to the provisions of Section 24A-5 of the Illinois School Code;
d. Reconstitution of the attendance center and replacement and reassignment by the CEO of all employees of the attendance center;
e. Intervention under Section 34-8.4 of the Illinois School Code;
f. Operating an attendance center as a contract turnaround school;
g. Closing of the school; or
h. Any other action authorized under Section 34-8.3 of the Illinois School Code

The Law Department shall develop and disseminate hearing procedures for hearings required before taking any of the corrective actions specified above.

VII. REMOVAL FROM PROBATION STATUS – SUSTAINED ACADEMIC IMPROVEMENT REQUIREMENTS

A. The Chief Executive Officer shall remove from Probation any school that no longer meets the criteria established by the Board for a Probation status as follows:

1. Except as provided in Section VII.B below, schools in their first year of Probation status during the 2011-2012 school year shall be removed from probation if they achieve Achievement Level 1 or Achievement Level 2 rating hereunder.

2. Except as provided in Section VII.B below, schools in their second or later year of Probation status during the 2011-2012 school year must show sustained academic improvement with two consecutive years of Achievement Level 1 or Achievement Level 2 ratings to be removed from Probation.

B. Notwithstanding anything herein to the contrary, for schools where the Board has taken action under 105 ILCS 5/34-8.3(d)(2) or (4), the school will remain on Probation until such time as the school makes Adequate Yearly Progress for two consecutive years or until a period of five (5) years has passed since the Board took such 8.3(d)(2) or (4) action, whichever occurs later.

Amends/Rescinds:	12-0725-PO2 - Adopted (2012-2013 School Year)
Cross References:	10-0728-PO3; 10-0728-PO4; 09-0624-PO1; 08-0602-PO2; 07-0328-PO1; 06-0823-PO2; 06-0322-PO2; 04-0225-PO3; 03-0423-PO03; 02-1218-PO01; 99-0825-PO2
Legal References:	105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4; 105 ILCS 5/24A-5.

THE CHICAGO PUBLIC SCHOOLS

OFFICE OF THE CHIEF EXECUTIVE OFFICER

PROCEDURES FOR PUBLIC HEARINGS ON PROPOSED SCHOOL RECONSTITUTIONS

1. Upon considering to recommend to the Chicago Board of Education ("Board") that a school be reconstituted in accordance with 105 ILCS 5/34-8.3, an independent hearing officer shall be appointed to conduct a public hearing.
   a. The hearing will commence and conclude at the time designated in the notice of hearing;
   b. The hearing will be transcribed; and
   c. The hearing officer will be solely responsible for conducting the hearing and will conduct the hearing in an efficient and impartial manner.

2. Chief Executive Officer's Presentation
   a. An attorney will present the Chief Executive Officer's proposal by making an opening statement and submitting evidence in support of the proposal to be considered by the hearing officer.
   b. The attorney may also introduce witnesses, who will present statements regarding the proposal. The hearing officer may ask the witnesses questions to clarify any statements they make.

3. Public Participation
   a. The hearing officer will receive relevant statements, comments, documents or written proposals from members of the public. Written comments will be accepted at the hearing, hearing registration table, and on the next business day, before 5:00p.m., if delivered by hand to the CPS Law Department (125 S. Clark, Suite 700) or electronic mail (Qualityschools@cps.edu).
   b. All those wishing to comment on the matter being considered will be required to sign up to do so as provided in the notice of hearing.
      i. Registration must be made in person by the individual who will be commenting on the proposal; and
      ii. An individual may not sign in to speak on behalf of another person.
   c. The number of individuals in each hearing room will be limited based on room capacity.
   d. The hearing officer will determine the order of speakers.
   e. When called by the hearing officer to speak, the speaker shall proceed promptly to the microphone area where s/he will have two minutes to present his/her remarks and materials to the hearing officer.
   f. The total number of people speaking at the hearing will be subject to the sole discretion of the hearing officer.
   g. The hearing officer and the Board's Office of Safety and Security may impose any other reasonable procedures or limitations necessary to ensure that the proceedings are orderly and efficient.
   h. Courteous, respectful, and civil behavior is expected from all speakers and all people attending a hearing. Disruptive individuals may be removed from the hearing.

4. Hearing Officer's Written Report
   a. Following the hearing, the hearing officer will prepare and submit to the Chief Executive Officer a written report summarizing the public comments and the documents received at the hearing.
   b. The hearing officer's written report may also recommend to the Chief Executive Officer whether to proceed with the proposal.

CHICAGO PUBLIC SCHOOLS
Public Hearing to Consider:
Proposed Reconstitution of William W. Carter Elementary School
Statement of John Barker, Chief Accountability Officer
May 2, 2013

Good evening Madame Hearing Officer. My name is John Barker and I am the Chief Accountability Officer for the Chicago Public Schools. I have been in this position since December of 2012. In this position, I oversee the District's accountability systems and am responsible for data analysis and research necessary to support and understand student growth patterns. Prior to this, I was the Chief of Staff and head of Research, Evaluation, Assessment and Student Information for the Memphis school district. I have a Bachelor's degree, a Master's in Public Policy and a Ph.D. in Education and Human Development.

I am appearing before you today to present specific data highlighting the low academic performance of William W. Carter Elementary School. This data will be displayed on the PowerPoint presentation currently being shown.

The Chief Executive Officer's proposed recommendation that Carter be reconstituted is based on section 34-8.3 of the Illinois School Code. There is a copy of the statute in the binder of documents that you have received in support of this proposal. Section 8.3 grants the Chief Executive Officer and the Board of Education the authority to take certain corrective measures with respect to schools with academic deficiencies. One of those measures is placing schools on probation, which allows the Chief Executive Officer and the Board of Education to take additional corrective actions intended to correct the school's academic deficiencies. Specifically, section 8.3 allows the Chief Executive Officer, with the approval of the Board of Education, and after a hearing, to reconstitute the school if, after a maximum of one year, the school has failed to make adequate progress in correcting its academic deficiencies.

The Board of Education has adopted policies setting forth the criteria for determining when a school is subject to being placed on probation and when it can be removed from that status. Specifically, the Performance Policy is the District's school accountability policy. Under this policy, each school receives an annual rating based on its performance on a variety of student outcome measures, including standardized test scores and student attendance. This rating is based on a point system. Points are received for the school's current level of performance and improvement over time on standardized tests and attendance, as well as the growth of individual students from year-to-year on the state test. There are 14 separate metrics on which schools are evaluated, each worth up to

three points, for a total of 42 available points. Elementary schools that receive less than 50% of the total available points earn a rating of Level 3 and are placed on probation.

CPS began using this structure for the Performance Policy in 2008. As you can see, in each of the last five years Carter has been a Level 3 school. In the 2007-2008 school year, Carter received 21.4% of available points. In the 2008-2009 school year, it received 21.4% of available points. In the 2009-2010 school year it received 31% of available points. In the 2010-2011 school year, it received 28.6% of available points. In the 2011-2012 school year, it received 38.1% of available points. Prior to five years ago, CPS still had a policy determining a school's accountability status. Carter has been on probation for the past six consecutive school years. The notices of Carter's Performance Policy status for the last five school years, which were sent to the Carter principal, are included in the binder of documents that you have received.

The next slide shows the results of the Illinois Standards Achievement Test, or ISAT, for the 2011-2012 school year for Carter, the geographic network in which Carter is located, and the District. Carter is located in the Burnham Park network. The term "geographic network" refers to the schools that are currently in the Burnham Park Elementary School network, as well as elementary schools located within the community, but managed independently, such as charter schools. The calculations used in this testimony exclude full-site selective enrollment schools. The reason for using geographic network in this calculation was to show how Carter is performing compared to all other schools within its community.

As you can see, Carter's 2011-2012 ISAT Meets or Exceeds Composite score, which is the combined result of the ISAT reading, mathematics, and science assessments, was 58.6%, compared to a geographic network average of 70.8% and a District average of 76.4%. In reading, the percent of Carter students meeting or exceeding state standards was 57%, compared to a geographic network average of 68% and a District average of 73.4%. In mathematics Carter's performance was 66.7%, compared to a geographic network average of 74.9% and a District average of 80.5%. In science Carter's performance was 37.3%, compared to a geographic network average of 66.8% and a District average of 72.9%.

The next few slides show Carter's performance over time on the metrics used in the Performance Policy. These slides demonstrate that the performance gap between Carter and other schools in the network and across the District has been persistent over time. Carter's ISAT Composite Meets or Exceeds score was 4.6 percentage points below the geographic network average in 2005-2006 and 12.2 percentage points below the geographic network average in 2011-2012. Carter's

ISAT Composite Meets or Exceeds score was 8.8 percentage points below the District average in 2005-2006 and 17.8 percentage points below the District average in 2011-2012.

In addition to measuring the percentage of student meeting state standards, CPS also measures the percentage of students exceeding state standards. In 2011-2012 Carter's ISAT Composite Exceeds score was 8.2%, compared to a geographic network average of 14%, and a District average of 18.9%. Carter's Composite Exceeds score was 2.3 percentage points below the geographic network average in 2005-2006 and 5.8 percentage points below the geographic network average in 2011-2012. Carter's Composite Exceeds score was 4.5 percentage points below the District average in 2005-2006 and 10.7 percentage points below the District average in 2011-2012.

Another measure on the Performance Policy is the percent of students exceeding state standards on the ISAT at the school's highest grade level. This allows us to see how well students are doing as they exit the school. In 2011-2012 Carter's ISAT Composite Exceeds score for its 8th graders was 6.7%, compared to a geographic network average of 8%, and a District average of 15.8%. Carter's 8th Grade Composite Exceeds score was 2.1 percentage points below the geographic network average in 2005-2006 and 1.3 percentage points below the geographic network average in 2011-2012. Carter's 8th Grade Composite Exceeds score was 5.4 percentage points below the District average in 2005-2006 and 9.1 percentage points below the District average in 2011-2012.

The performance gap between Carter and the District is consistent across subjects. Carter's ISAT Reading Meets or Exceeds score was 6.4 percentage points below the geographic network average in 2005-2006 and 11 percentage points below the geographic network average in 2011-2012. Carter's Reading score was 18.9 percentage points below the District average in 2005-2006 and 16.4 percentage points below the District average in 2011-2012.

Carter's ISAT Mathematics Meets or Exceeds score was 3 percentage points below the geographic network average in 2005-2006 and 8.2 percentage points below the geographic network average in 2011-2012. Carter's Mathematics score was 8.3 percentage points below the District average in 2005-2006 and 13.8 percentage points below the District average in 2011-2012.

Carter's science scores decreased substantially between 2006 and 2012. Carter's ISAT Science Meets or Exceeds score was 3.9 percentage points below the geographic network average in 2005-2006 and was 29.5 percentage points below the geographic network average in 2011-2012. Carter's Science score was 10.2

percentage points below the District average in 2005-2006 and 35.6 percentage points below the District average in 2011-2012.

In addition to standardized test scores, the CPS Performance Policy evaluates schools on attendance rate. The attendance rate for Carter has been consistently lower than the District average. Carter's attendance rate has not been higher than 92.1% in the last seven years and was 91.9% in 2011-2012, which was in the bottom 9% of attendance rates among elementary schools. Since the 2005-2006 school year, the District average for elementary schools has been consistently above 94%, and was 95.3% in 2011-2012.

The Value-Added metric, which is a component of the Performance Policy, compares student academic growth on the ISAT at a school with the growth of similar students across the District. This is done through a regression methodology that controls for nine student-level factors, including grade level, prior performance on the ISAT, free or reduced lunch eligibility, race or ethnicity, mobility, participation in the Students in Temporary Living Situations program, Individualized Education Program (or IEP status), English Language Learner status, and gender. Controlling for these factors allows us to see how much impact the school had on its average student over the past year. Because we control for prior performance, this metric allows us to identify schools with low test scores where growth is rapid, and schools with high test scores where growth is slow.

The Value-Added metric is a standardized measure with a mean of zero. Standardization means that the score is reported in standard deviation units, which is a measure of how far away the school's score is from the District average. A positive number means that students at the school are growing at a faster pace than similar students in the District. For example, a positive 1 indicates that the school is one standard deviation above the mean, meaning that the school's students are growing at a faster pace than approximately 84% of schools in the District. A score near zero means that students at the school are growing at about the same pace as similar students in the District. And a negative score means that students at the school are growing at a slower pace than similar students in the District.

Carter's reading value-added score was -0.8 in 2009-2010, -1.2 in 2010-2011 and -0.1 in 2011-2012. Its mathematics value-added score was -0.1 in 2009-2010, -0.2 in 2010-2011 and -0.8 in 2011-2012. This means that, on average, students at Carter grew at a below-average pace in reading and mathematics in all three years. As a point of reference, Carter's reading value-added score of -0.1 in 2011-2012 was in the 48th percentile and its math value-added score of -0.8 was in the 19th percentile.

To conclude, Carter Elementary School is on probation in accordance with state law and the Performance Policy. The school has low performance, this performance is consistently low across subject areas, and the school is not making sufficient progress in catching up to the District.

Thank you, Madame Hearing Officer. This concludes my statement.

CHICAGO PUBLIC SCHOOLS | CPS

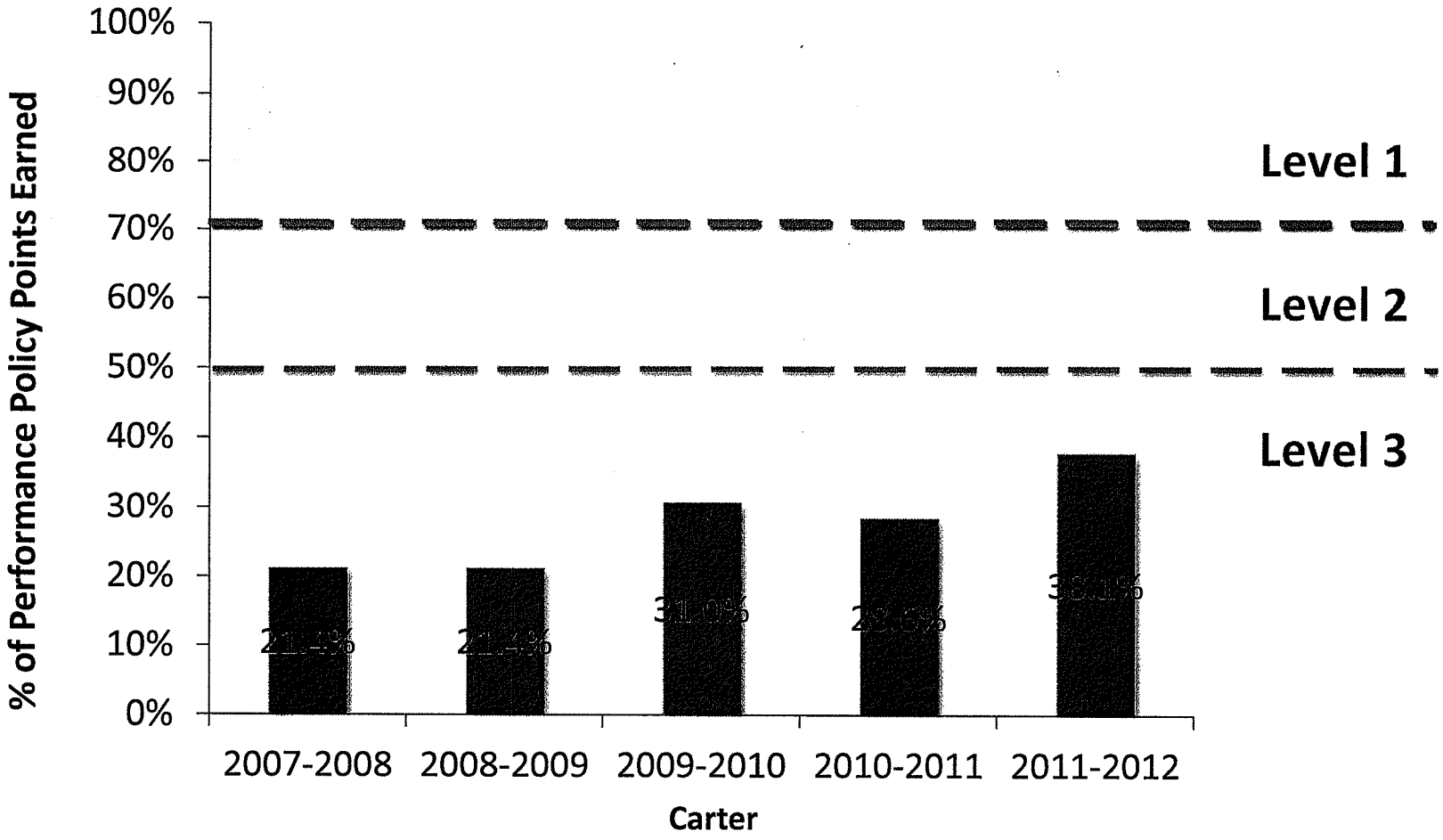
Proposal for School Reconstitution

Carter Elementary School

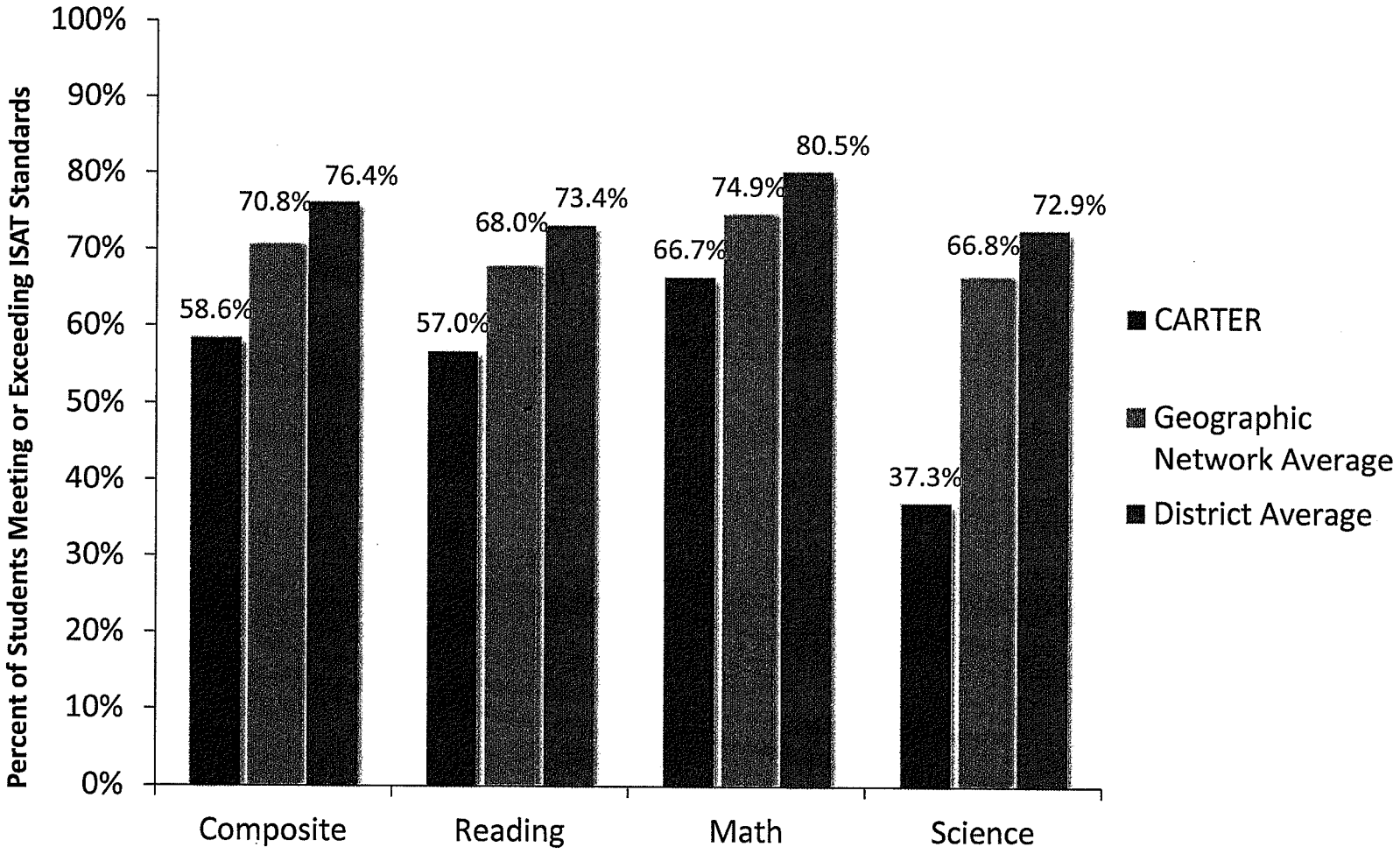
Office of Accountability

May 2013

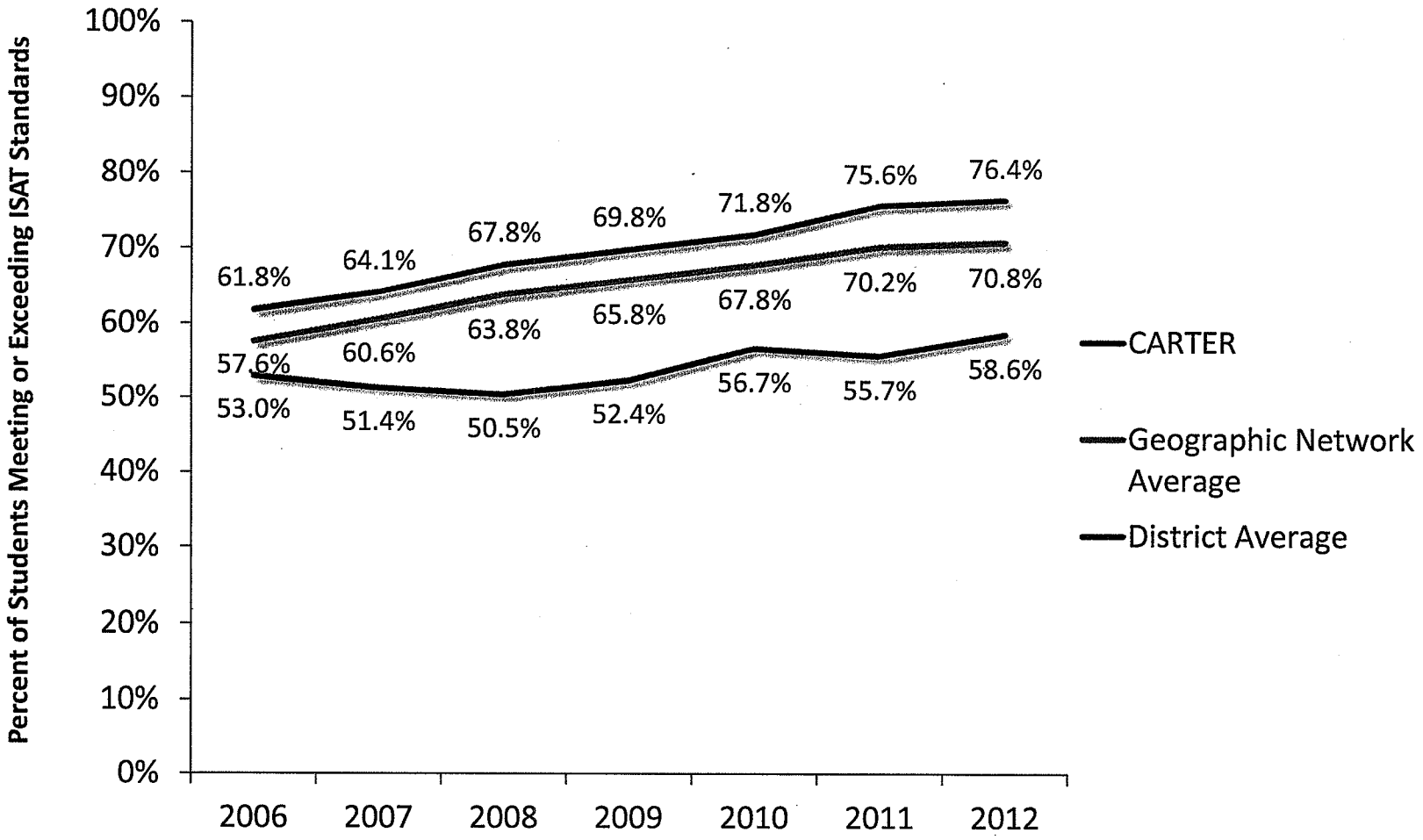
Performance Policy



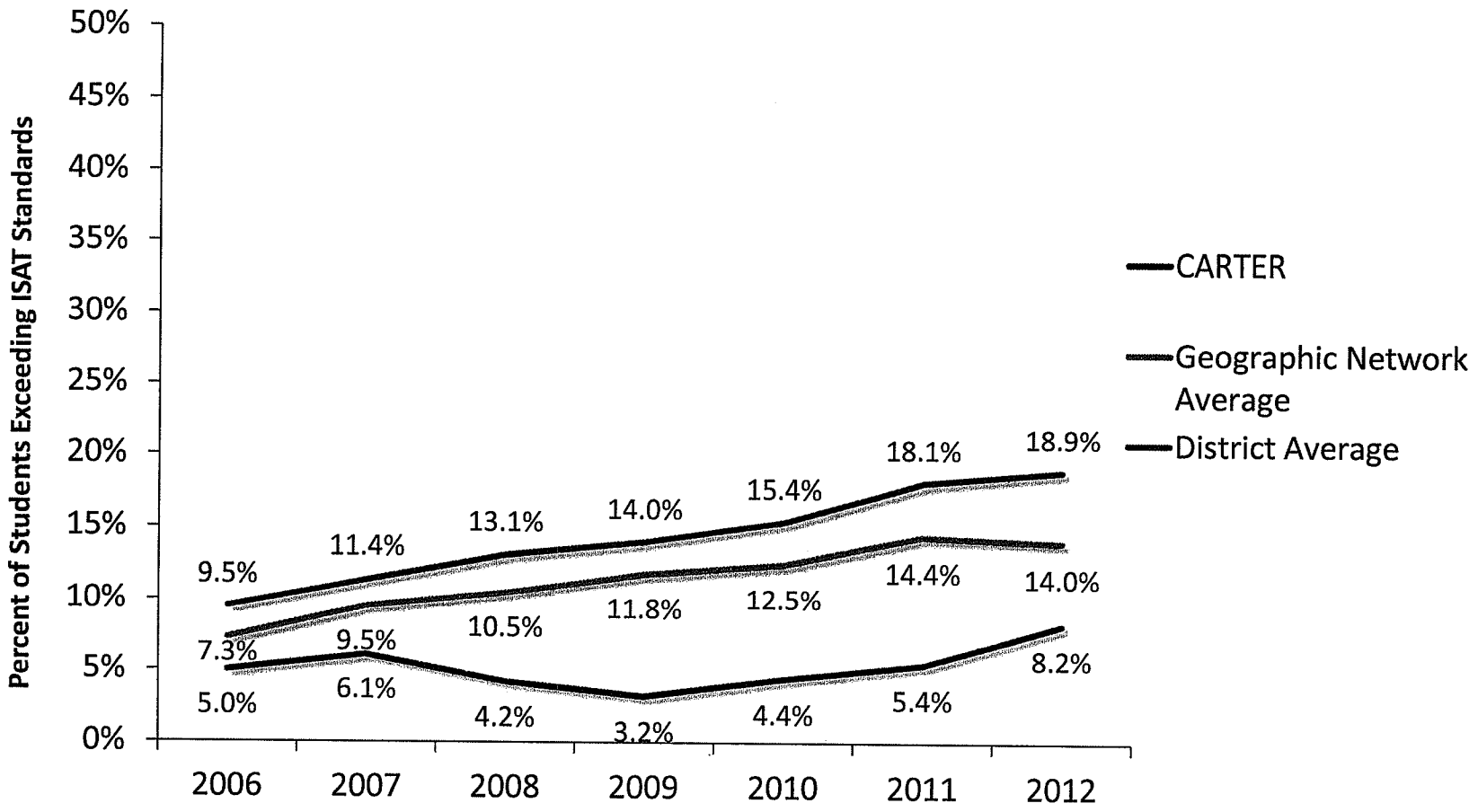
2012 ISAT Scores



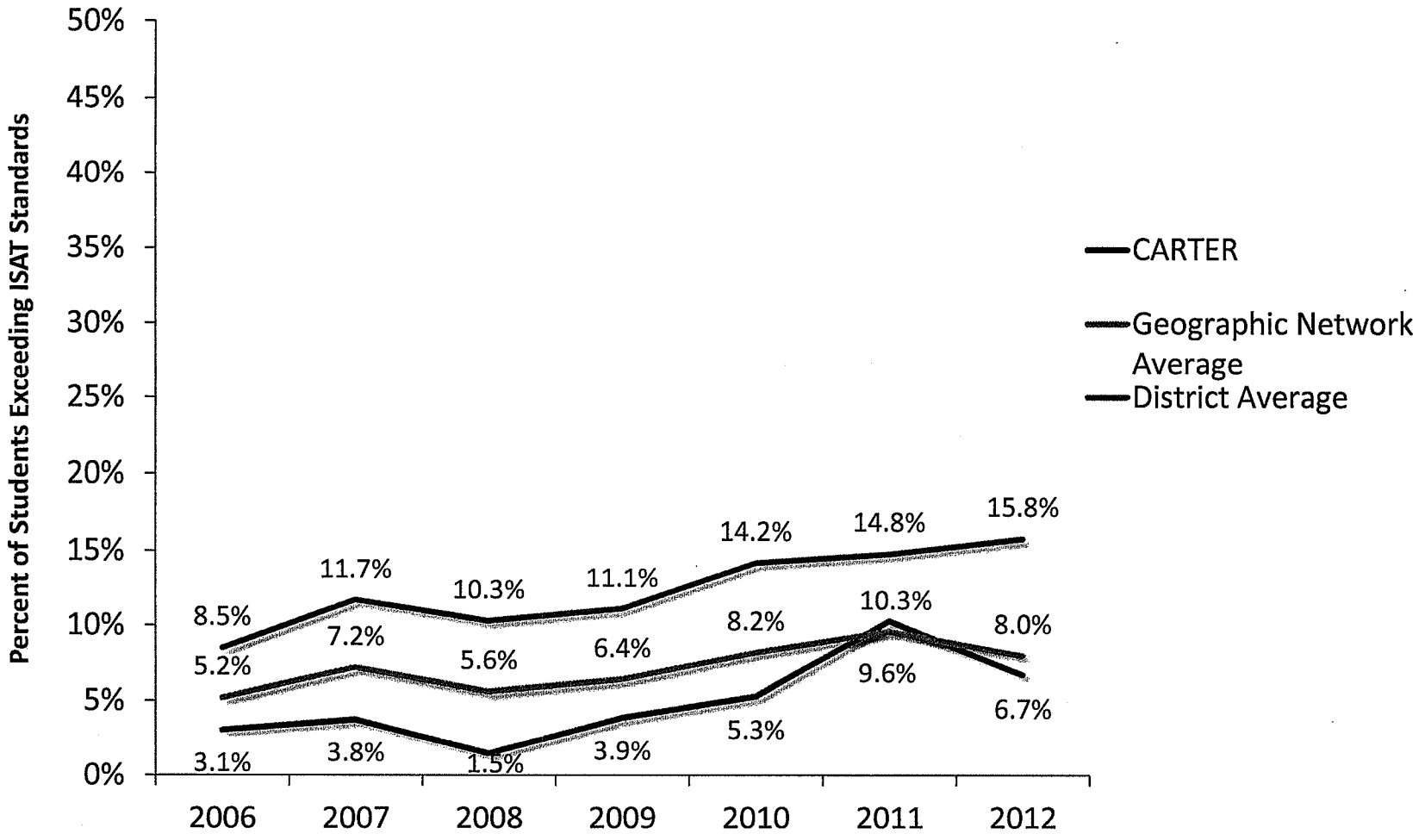
ISAT Composite Meets/Exceeds



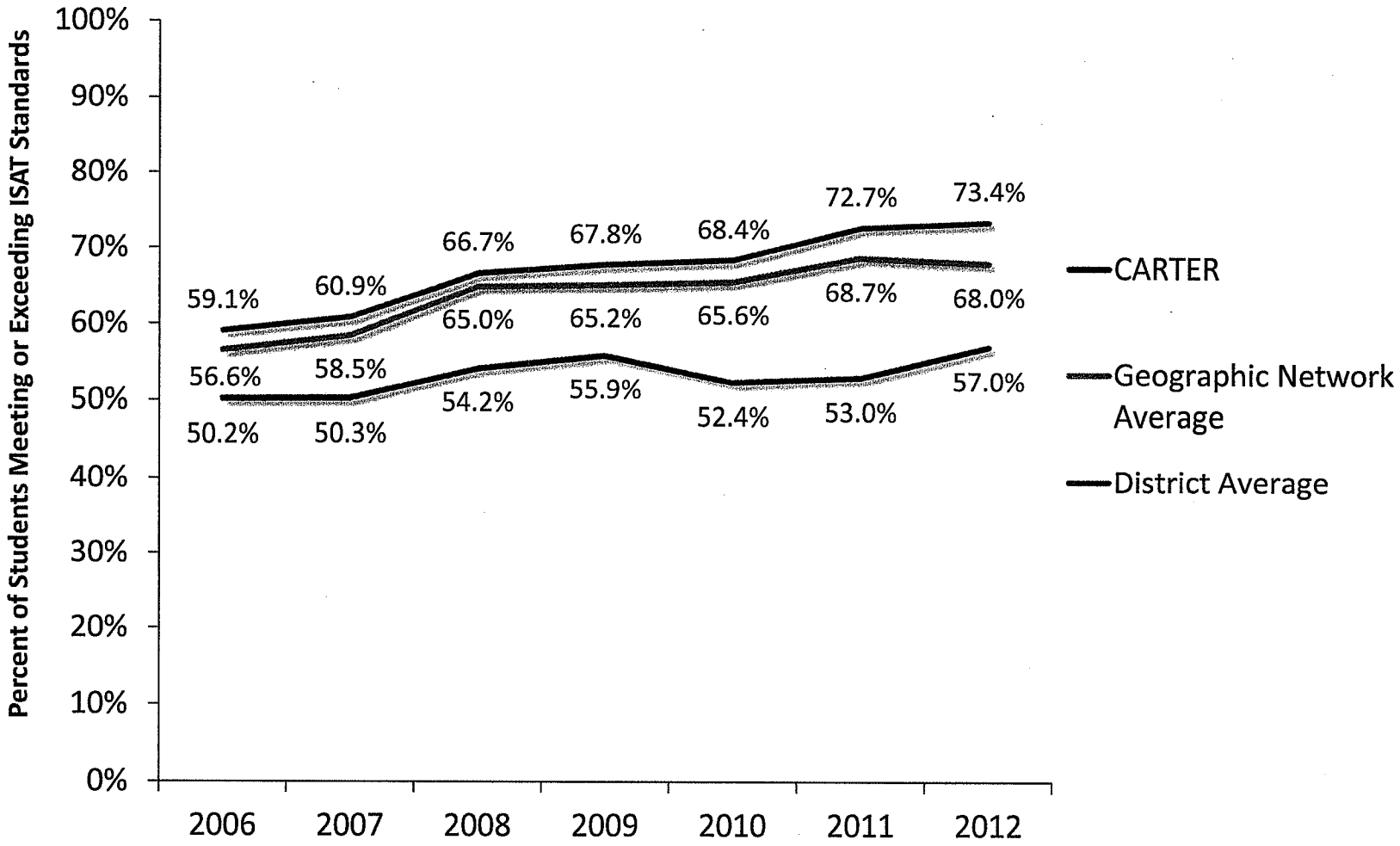
ISAT Composite Exceeds



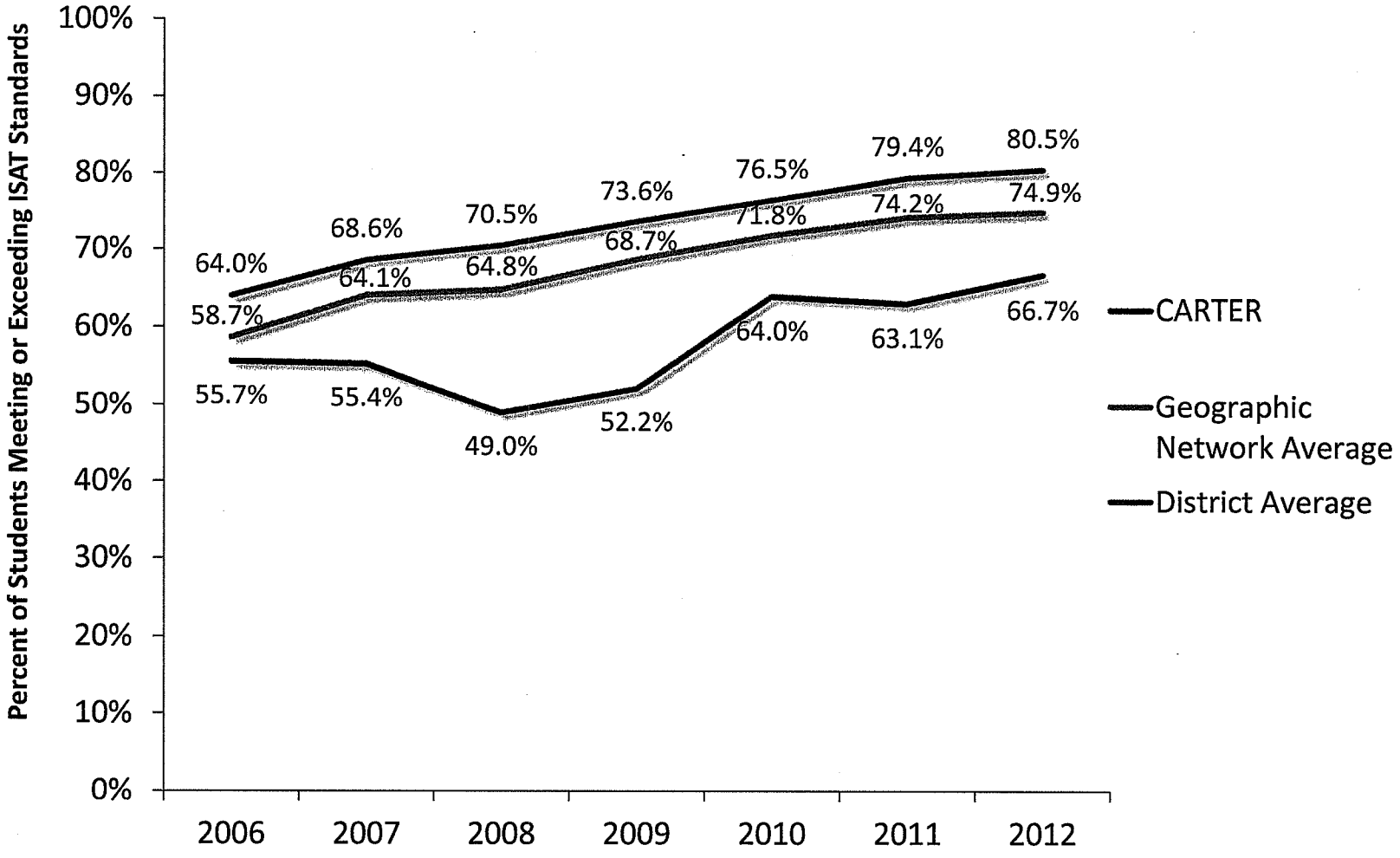
ISAT Composite Exceeds (8th Grade Only)



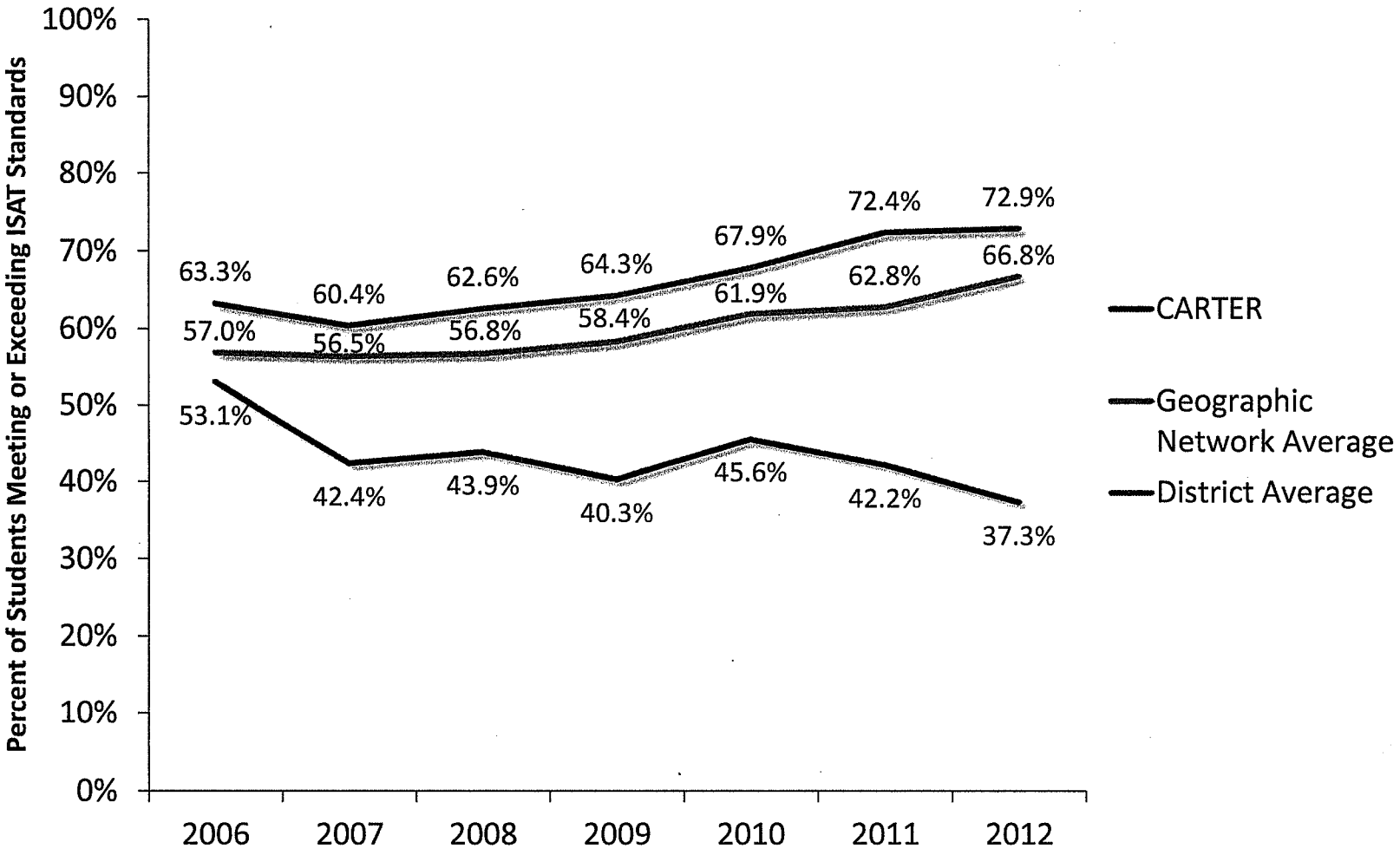
ISAT Reading Meets/Exceeds



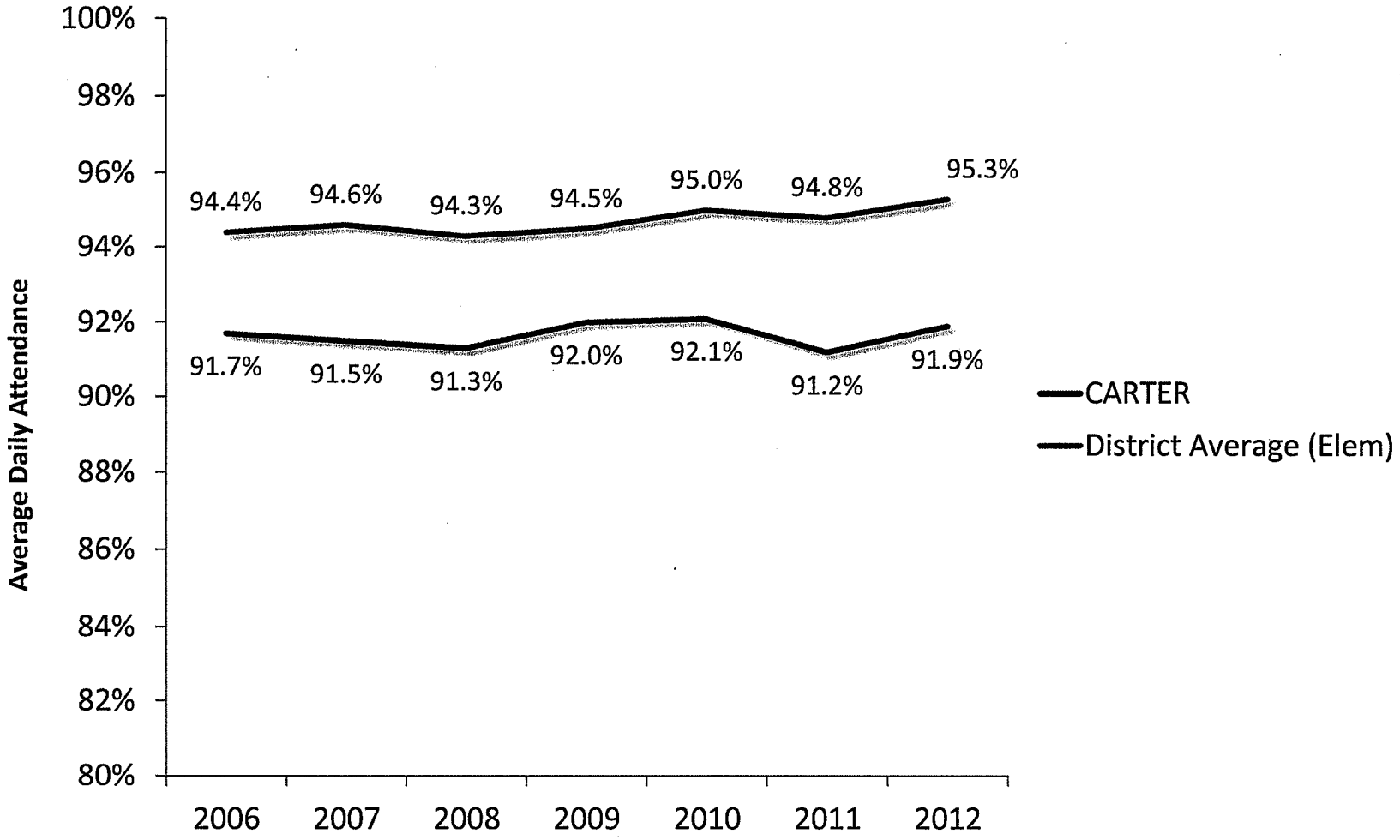
ISAT Mathematics Meets/Exceeds



ISAT Science Meets/Exceeds



Attendance Rate



ISAT Value-Added

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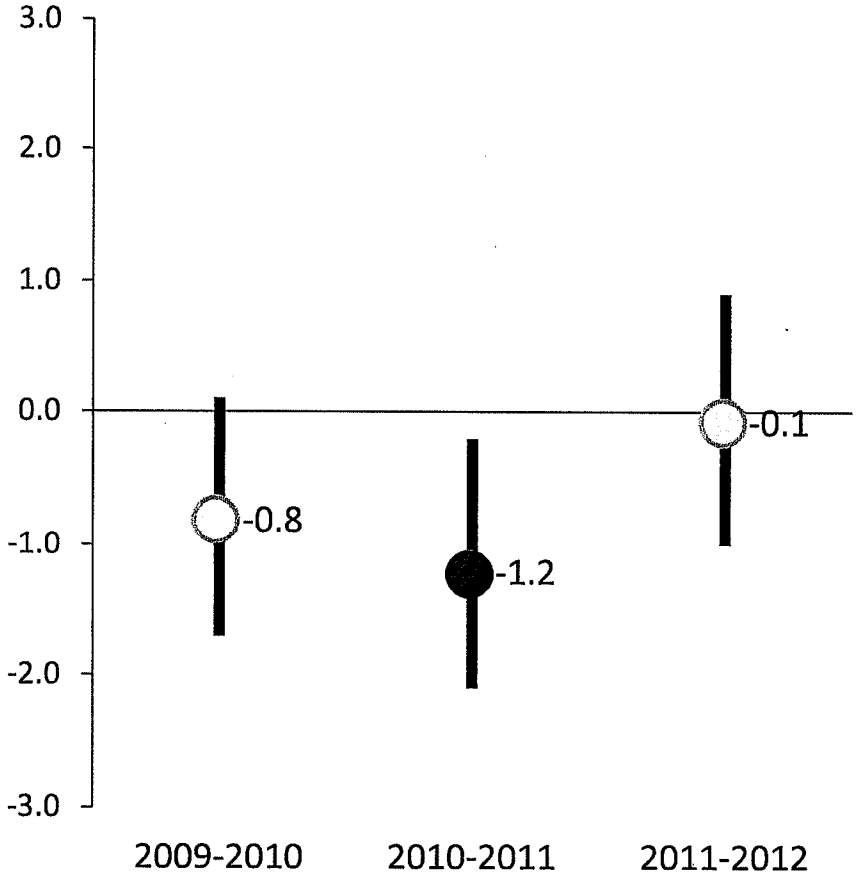
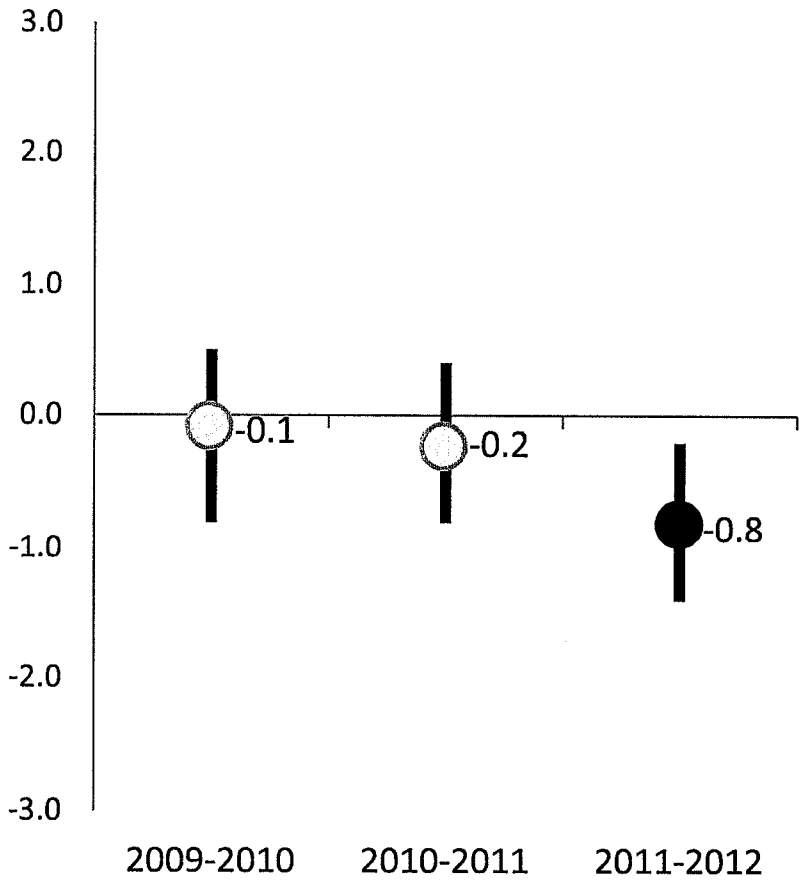
Reading



Mathematics



CHICAGO PUBLIC SCHOOLS | CPS
Educate • Inspire • Transform

Dr. Barbara Eason-Watkins
Chief Education Officer

Chief Education Office • 125 S. Clark St., 5th Floor • Chicago, IL 60603 • Tel: 773-553-1490 • Fax: 773-553-1399

December 15, 2008

Principal
WILLIAM W CARTER ELEMENTARY SCHOOL
5740 S MICHIGAN AVE
Chicago, Illinois 60637

Dear Principal:

I am writing to notify you of your school's CPS Performance Policy status and federal No Child Left Behind (NCLB) designation based on data from the 2007-2008 school year. Please note that the NCLB section of this document must be posted in a highly-visible place in your school building for parents to view.

2008 PERFORMANCE POLICY STATUS

Under Chicago Public Schools' "Performance, Remediation and Probation Policy" (08-0602-P02), **WILLIAM W CARTER ELEMENTARY SCHOOL's** Performance Policy designation is **Level 3**. As a result, your school's 2008-2009 Probation status is **Probation**. Your school's status for the previous year, based on 2006-2007 data, was **Probation**. Please note that schools that have been on Probation must achieve Good Standing for two consecutive years to be removed from Probation. Your current Performance Policy summary is attached to this message for your review.

The CPS Performance Policy assigns schools points based upon current status and trend in ISAT scores and attendance rates as well as student growth as indicated by the Value-Added reading and mathematics metrics. Schools can earn up to 42 total points. Based on the total number of points awarded, schools can fall into one of three performance levels:

- Level 1 (Good Standing): Schools receiving at least 71% of available points.
- Level 2 (Good Standing): Schools receiving between 50% and 70.9% of available points.
- Level 3 (Probation): Schools receiving less than 50% of available points.

Schools that receive between 45% and 44.9% of available points will be subject to additional review by the Chief Education Officer and the Chief Executive Officer to evaluate whether the school's current performance, improvement over time and other factors may warrant adjusting the school's accountability rating to Good Standing. Schools that were on Probation for the 2007-2008 school year that are designated as Good Standing schools after this review will remain on Probation until achieving Good Standing status for two consecutive years.

In Level 1 and Level 2 schools, Local School Councils (LSCs) have final approval on SIPAAAs and school budgets. In Level 3 schools, AIOs have final approval of SIPAAAs and school budgets. In addition, schools on probation may be subject to further actions listed in section 5/34-8.3(d) of the Illinois School Code, including:

1. Ordering new local school council elections
2. Removing and replacing principal
3. Replacing faculty members subject to the provisions of Section 24A-5
4. Reconstitution of the attendance center and replacement and reassignment by the general superintendent of all employees of the attendance center
5. Intervention under section 34-8.4
6. Closing of the school

2670/42

More information on the CPS Performance Policy can be found online at http://research.cps.k12.il.us/cps/accountweb/Accountability, including the CPS Performance Policy Calculator. Principals are encouraged to use the Calculator to get a better understanding of how your school's Performance Policy score was calculated and to determine what progress your school will need to make this school year to achieve Good Standing.

Enclosed is more information about your school's 2008 NCLB Designation.

If you have any questions, please contact the CPS Department of Accountability at (773) 553-3500.

Sincerely,

Barbara Eason-Watkins

Barbara Eason-Watkins

Copy: Rufus Williams, President, Chicago Board of Education
Arne Duncan, Chief Executive Officer
Patrick Rocks, Chief Counsel
Ginger Reynolds, Chief Research, Evaluation and Accountability Officer
Area Instruction Officer

Enclosure

2670/42

CHICAGO PUBLIC SCHOOLS | CPS

2008 NCLB DESIGNATION

The Illinois State Board of Education (ISBE), in accordance with NCLB, assigns school status based on the achievement of Adequate Yearly Progress (AYP) targets. Under NCLB, ISBE is required to define and assess AYP for the performance of all Illinois schools. According to ISBE, **WILLIAM W CARTER ELEMENTARY SCHOOL Did not Make Ayp** for the 2007-2008 school year. The school is therefore designated as **Not in School Improvement**. In accordance with NCLB, parents must be notified of their school's designation. **Please post this page and the attached AYP summary in a highly visible place in your school building so that parents may view it.**

How is AYP Determined?
AYP for high schools is based on state test scores in reading and mathematics, as well as graduation rates. Schools not meeting the AYP performance standard receive a designation based on the number of years they have not met AYP and enter a progressive system of mandated remediation (i.e., Choice, SES, Corrective Action, and Restructuring). Attached to this letter is a summary of your school's AYP status, AYP targets for the 2007-2008 school year, and an overview of the different levels of school improvement. More information about AYP can be found online at: http://www.isbe.net/ayp/ and http://research.cps.k12.il.us. A list of all schools with AYP status can be found at http://research.cps.k12.il.us/cps/accountweb/Reports/allschools.html.

A Note about English Language Learners
In calculating your school's AYP status, ISBE has included all students that took the Illinois Standards Achievement Test (ISAT), including English Language Learners (ELLs) in Program Years 0-5. CPS has a separate accountability policy, the Performance Policy, which is used to determine a school's Probation status. For the 2008-2009 Performance Policy, CPS will not include scores for ELLs in Program Years 0-5 that took the 2008 ISAT. For this reason, the scores that CPS reports online and in the Performance Policy may not match the scores on your AYP report.

To Learn More about Your School's Performance
While AYP measures school performance based on the percentage of students meeting or exceeding state standards in reading and mathematics, CPS also evaluates school performance on a broader set of measures. For each school, CPS produces a school Scorecard that is available in multiple formats. Take-Home Scorecards were distributed to parents at the Fall 2008 Report Card Pickup Day. In addition, Scorecards are available online at http://www.cps.edu. The Scorecards provide a variety of data on school performance, parent and student survey results, and student outcomes compared to other schools in the district. They also show a school's progress over time. Please take the time to view the Scorecard for your school to get a more comprehensive perspective on the school's performance.

As a district, we are committed to supporting your school and are working to provide you with access to high-quality core curriculum and professional development, develop initiatives to improve teacher recruitment and retention, and expand opportunities for after-school programs and early childhood education. To learn what your school is doing to improve student achievement and make AYP, read your school's School Improvement Plan (SIPAAA), which your school has on file. We encourage parents to join our efforts by being involved in the school community and attending report card pickup and parent-teacher conference days, volunteering, and filling out our district-wide parent survey.

If you have any questions or concerns, please contact the CPS Department of Accountability at (773) 553-3500.

2670/42

Elementary School Performance Policy

School: WILLIAM W CARTER ELEMENTARY SCHOOL (2670) **Area: 13**

2008-2009 Performance Policy Level: Level 3
2008-2009 Probation Status: Probation
2007-2008 Probation Status: Probation
NCLB Improvement Status: Not in School Improvement

	School Performance History				Current Status Score (Average of last 2 years)	Current Status Points (see current status point chart)	Trend Score (Current year minus previous 4-year average)	Trend Points (see trend point chart)	Student Growth Points (see growth point chart)	Total Points and Possible Points	
Item	2005	2006	2007	2008	Current Status Score	Current Status Points	Trend Score	Trend Points	Student Growth Points	Total Points	Possible Points
ISAT Reading Meet / Exceed	34.5	50.2	50.3	54.2	52.3	1	9.2	3		4	6
ISAT Math Meet / Exceed	33.0	55.7	55.4	49.0	52.2	1	1.0	1		2	6
ISAT Science Meet / Exceed	35.2	53.1	42.4	43.9	43.2	0	0.3	1		1	6
ISAT Composite Exceed	2.5	5.0	6.1	4.2	5.2	1	-0.3	0		1	6
ISAT Composite Exceed Highest Grade Level	0.0	3.1	3.8	1.5	2.7	0	-0.8	0		0	6
*Adjusted Attendance	91.0	91.7	91.5	91.4	91.5	1	0.0	0		1	6
Value-Added Reading				-2.4					0	0	3
Value-Added Math				-3.2					0	0	3
										9	42
									% of Possible Points:		21.4%

Attendance rate is adjusted for 8th and 12th grade graduation and students with medically fragile conditions.

Elementary School Performance Policy Legend
Updated

Assigning Current Status Points		
Metrics	If current status score is…	School receives
ISAT Reading Meets/Exceeds	50.0% to 69.9% 70.0% to 79.9% 80.0% or more	1 point 2 points 3 points
ISAT Mathematics Meets/Exceeds	50.0% to 69.9% 70.0% to 79.9% 80.0% or more	1 point 2 points 3 points
ISAT Science Meets/Exceeds	50.0% to 69.9% 70.0% to 79.9% 80.0% or more	1 point 2 points 3 points
ISAT Composite Exceeds	5.0% to 14.9% 15.0% to 24.9% 25.0% or more	1 point 2 points 3 points
ISAT Composite Exceeds Highest Grade Level	5.0% to 14.9% 15.0% to 24.9% 25.0% or more	1 point 2 points 3 points
Attendance	90% to 92.9% 93% to 94.9% 95% or more	1 point 2 points 3 points
Note: Current Status points are determined by the average of 2008 and 2007 scores or just 2008 scores if a school does not have two years of data. A school must have at least 2008 data to receive a current status score.		

Assigning Trend Points		
Metrics	If trend score is…	School receives
ISAT Reading Meets/Exceeds (Ceiling = 90%)	0.1% to 2.9% 3% to 5.9% 6% or more	1 point 2 points 3 points
ISAT Mathematics Meets/Exceeds (Ceiling = 90%)	0.1% to 2.9% 3% to 5.9% 6% or more	1 point 2 points 3 points
ISAT Science Meets/Exceeds (Ceiling = 90%)	0.1% to 2.9% 3% to 5.9% 6% or more	1 point 2 points 3 points
ISAT Composite Exceeds (Ceiling = 90%)	0.1% to 2.9% 3% to 5.9% 6% or more	1 point 2 points 3 points
ISAT Composite Exceeds Highest Grade Level (Ceiling = (90%)	0.1% to 2.9% 3% to 5.9% 6% or more	1 point 2 points 3 points
Attendance (Ceiling = 95%)	0.1% to 0.4% 0.5% to 0.9% 1% or more	1 point 2 points 3 points
Note: If 2007 score is above ceiling, then receive all 3 points. Otherwise, trend points are determined by 2008 score minus average of prior 3 years of data. If school does not have 3 years of prior data, then the average of the prior 2 years is used. School must have at least 2006-2008 data to receive a trend score.		

Assigning Growth Points		
Metrics	If growth score is….	School receives
Value-Added Reading	-2.0 to -0.1 0 to 1.9 2.0 or more	1 point 2 points 3 points
Value-Added Mathematics	-2.5 to -0.1 0 to 2.4 2.5 or more	1 point 2 points 3 points
Note: Score represents the difference between this school's average student growth on the ISAT and the average growth of similar students districtwide.		

Assigning Levels (If have all 42 possible pts)	
If total points are…	School is at level
30 or more	1
21 – 29	2
18 – 20	3 (Review)
Less than 18	3

Assigning Levels (If less than 42 possible pts)	
If % of points is …	School is at level
71% or more	1
50% - 70.9%	2
45% - 49.9%	3 (Review)
Less than 45%	3

Revised 12-19-2008

No Child Left Behind (NCLB) Accountability Summary 2008: CARTER (Unit 2670)

Adequate Yearly Progress Summary

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	Yes
Is this school making AYP in Math?	No

Has this school been identified for School Improvement under NCLB?	No
2007-08 Federal Improvement Status	
2007-08 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting / Exceeding Standards*						Other Indicators			
	Reading		Math		Reading			Math			Attendance		Graduation	
	%	Met AYP	%	Met AYP	%	Safe Harbor**	Met AYP	%	Safe Harbor **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	59.0		Yes	56.7		No	91.3	Yes		
White														
Black	100.0	Yes	100.0	Yes	58.9		Yes	56.6		No				
Hispanic														
Asian														
Native American														
Multiracial/ Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	59.2		Yes	56.3		No				

AYP Requirements

To make AYP:
1. 95% of the total student population and each subgroup population must take the state test.
2. School must meet/exceed annual Math and Reading Assessment targets* in the "All" category
3. All subgroups with at least 45 students must meet Math and Reading Assessment targets* or make "Safe Harbor"**
4. School must meet/exceed annual target for attendance (Elementary) or graduation (High School)

AYP Targets

Year	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Reading/Math Assessments	47.5%	55.0%	62.5%	70.0%	77.5%	85%	92.5%	92.5%	100%
Attendance (Elementary)	89.0%	90.0%	90.0%	91.0%	91.0%	91.0%	91.0%	92.0%	92.0%
Graduation (High School)	69.0%	72.0%	75.0%	78.0%	80.0%	82.0%	84.0%	85.0%	85.0%

Not Making AYP: Stages of School Improvement Actions

Schools exit school improvement status if they make AYP for two consecutive years.

2 Years: School Improvement 1
Students offered:
- School Choice Transfer***

3 Years: School Improvement 2
Students offered:
- School Choice Transfer, and
- Supplemental Education Services (SES tutoring)

4 Years: Corrective Action
Students offered:
- School Choice Transfer, and
- SES tutoring

School implements one of the following corrective action measures:
- Extended school day/year
- Replace school staff
- Implement new curriculum
- Decrease school level management
- Restructure school organization; or
- Appoint outside experts

5 Years: Restructuring Planning
Students offered:
- School Choice Transfer, and
- SES tutoring

Schools develop and submit a school restructuring plan to the State

6 Years: Restructuring Implementation
Students offered:
- School Choice Transfer, and
- SES tutoring

Schools implement Restructuring Plan and:
- Convert school to charter school or
- Replace principal and/or staff or
- Select outside management entity or
- Any other major governance reform

Note: Schools must also revise restructuring plan for the following year

Priority: School Choice and SES are provided to students on a priority basis as authorized by NCLB.

* The "All" group and subgroup targets depend on the number of students in the group. Modified targets corresponding to group size are available on the ISBE website at http://www.isbe.state.il.us/ayp/pdf/confidence_interval_ayp.pdf

** Subgroups may also meet AYP requirements by meeting Safe Harbor targets (reducing the number of students not meeting standards in the previous year by 10%).

*** In accorda with the Illinois NCLB Differentiated Accountability Plan, SES tutoring may be offered i of School Choice Transfer for schools in Year 2 of school improvement.

CREATED 0/7/2008

CHICAGO PUBLIC SCHOOLS | CPS
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Sarah Kremsner
Chief Performance Officer

September 10, 2009

Principal
William W Carter Elementary School
5740 S Michigan Ave
Chicago, Illinois 60637

Dear Principal:

I am writing to notify you of **William W Carter Elementary School's** CPS Performance Policy status based on data from the 2008-2009 school year. Based on criteria established through the Chicago Public Schools' "Performance, Remediation and Probation Policy" (09-0624-P01), **CARTER** has achieved a rating of **Level 3.** As a result of this rating and other criteria established in the Performance Policy, **CARTER's** status for the 2009-2010 school year is **Probation**. Your school's Performance Policy summary is attached to this letter.

To be eligible for Good Standing, a school must achieve a Level 1 or Level 2 rating as determined by the percent of points earned under the CPS Performance Policy. Schools earn points for current status, improvement, and student growth on a variety of metrics, including standardized test results and student attendance. Based on the total number of points earned, schools can achieve one of three performance levels:

- Level 1: Elementary schools receiving at least 71% of available points and high schools receiving at least 66.7% of available points.
- Level 2: Elementary schools receiving between 50% and 70.9% of available points and high schools receiving between 44% and 66.6% of available points.
- Level 3 (Probation): Elementary schools receiving less than 50% of available points and high schools receiving less than 44% of available points.

Please note that schools that were on Probation during the 2008-2009 school year must achieve a Level 1 or Level 2 rating for two consecutive years to be removed from Probation. **CARTER's** rating for the 2008-2009 school year, based on 2007-2008 data, was **Level 3** and the school's 2008-2009 status was **Probation**.

In addition, elementary schools with fewer than 50% of students meeting or exceeding state standards on the ISAT composite, and high schools with fewer than 10% of students meetings or exceeding state standards on the PSAE composite, are automatically placed on Probation, regardless of the Level achieved. **CARTER's** 2009 ISAT composite score was **52.4%**.

Elementary schools that receive between 42.9% and 49.9% of available points, and high schools that receive between 36% and 43.9% of available points, will be subject to additional review by the Chief Education Officer and the Chief Executive Officer to evaluate whether the school's current performance, improvement over time and other factors may warrant adjusting the school's rating to Level 2. Schools that were on Probation for the 2008-2009 school year that are designated as Level 2 schools after this review will remain on Probation until achieving Level 1 or Level 2 status for two consecutive years.

For schools in Good Standing, Local School Councils (LSCs) have authority over school improvement plans (SIPAAAs) and school budgets. For Probation schools, the Board of Education has authority over SIPAAAs and school budgets. In addition, schools on Probation may be subject to further actions listed in section 5/34-8.3(d) of the Illinois School Code, including:

1. Ordering new local school council elections
2. Removing and replacing principal
3. Replacing faculty members subject to the provisions of Section 24A-5
4. Reconstitution of the attendance center and replacement and reassignment by the general superintendent of all employees of the attendance center
5. Intervention under section 34-8.4
6. Closing of the school

More information on the CPS Performance Policy can be found online at http://research.cps.k12.il.us/cps/accountweb/Accountability, including the CPS Performance Policy Calculator. Principals are encouraged to use the Calculator to better understand how the school's Performance Policy score was calculated and to determine what progress the school will need to make this coming school year to achieve Good Standing.

If you have any questions about your school's rating, please contact the CPS Department of Performance Policy at (773) 553-3500.

Sincerely,

Sarah Kremsner

Copy: Michael Scott, President, Chicago Board of Education
Ron Huberman, Chief Executive Officer
Dr. Barbara Eason-Watkins, Chief Education Officer
Patrick Rocks, Chief Counsel
Ryan Crosby, Director of Performance Policy
Chief Area Officer

Enclosure

2009 - 2010 Elementary School Performance Policy

School: William W Carter Elementary School (609844)

Area: 13

2009 - 2010 Performance Policy Results

2009 - 2010 Performance Policy Level: Level 3
2009 - 2010 Performance Policy Status: Probation
2009 ISAT Composite Meets / Exceeds: 52.4%**

*2008 - 2009 Performance Policy Results****

2008 - 2009 Performance Policy Level: Level 3
2008 - 2009 Performance Policy Status: Probation

	School Performance History				Current Status Score (average of past 2 years)	Current Status Points (see current status point chart)	Trend Score (current year minus previous 3 year average)	Trend Points (see trend point chart)	Student Growth Points (see growth point chart)	Total Points and Possible Points	
Indicator	2006	2007	2008	2009						Total Points	Possible Points
ISAT Reading Meet / Exceed	50.2	50.3	54.2	55.9	55.1	1	4.3	2		3	6
ISAT Math Meet / Exceed	55.7	55.4	49.0	52.2	50.6	1	-1.2	0		1	6
ISAT Science Meet / Exceed	53.1	42.4	43.9	40.3	42.1	0	-6.2	0		0	6
ISAT Composite Exceed	5.0	6.1	4.2	3.2	3.7	0	-1.9	0		0	6
ISAT Composite Exceed Highest Grade Level	3.1	3.8	1.5	3.9	2.7	0	1.1	1		1	6
*Adjusted Attendance	91.7	91.5	91.4	91.8	91.6	1	0.3	1		2	6
Value-Added Reading				-1.5					1	1	3
Value-Added Math				-2.2					1	1	3
										9	**42**

% of Possible Points: 21.4%

Attendance is adjusted for 8th and 12th grade graduation, students with medically fragile conditions, and students dismissed due to the H1N1 virus.
This adjusted rate is used for the Performance Policy and principal evaluation only. The official attendance rate for the school is not adjusted. No student attendance rates are adjusted.
****Elementary schools with a 2008-2009 ISAT Composite Meets/Exceeds score of less than 50% are placed on Probation. All other schools receive a probation status based on the percent of points earned.***
*****Schools that were on Probation in the 2008-2009 school year must achieve a Level 1 or Level 2 rating for two consecutive years to be eligible to be removed from Probation.***

2009-2010 Elementary School Performance Policy Legend

Assigning Current Status Points		
Metrics	If current status score is…	School receives
ISAT Reading Meets/Exceeds	50.0% to 69.9% 70.0% to 79.9% 80.0% or more	1 point 2 points 3 points
ISAT Mathematics Meets/Exceeds	50.0% to 69.9% 70.0% to 79.9% 80.0% or more	1 point 2 points 3 points
ISAT Science Meets/Exceeds	50.0% to 69.9% 70.0% to 79.9% 80.0% or more	1 point 2 points 3 points
ISAT Composite Exceeds	5.0% to 14.9% 15.0% to 24.9% 25.0% or more	1 point 2 points 3 points
ISAT Composite Exceeds Highest Grade Level	5.0% to 14.9% 15.0% to 24.9% 25.0% or more	1 point 2 points 3 points
Attendance	90% to 92.9% 93% to 94.9% 95% or more	1 point 2 points 3 points
Note: Current Status points are determined by the average of 2008 and 2009 scores or just 2009 scores if a school does not have two years of data. A school must have at least 2009 data to receive a current status score.		

Assigning Trend Points		
Metrics	If trend score is…	School receives
ISAT Reading Meets/Exceeds (Ceiling = 90%)	0.1% to 2.9% 3% to 5.9% 6% or more	1 point 2 points 3 points
ISAT Mathematics Meets/Exceeds (Ceiling = 90%)	0.1% to 2.9% 3% to 5.9% 6% or more	1 point 2 points 3 points
ISAT Science Meets/Exceeds (Ceiling = 90%)	0.1% to 2.9% 3% to 5.9% 6% or more	1 point 2 points 3 points
ISAT Composite Exceeds (Ceiling = 90%)	0.1% to 2.9% 3% to 5.9% 6% or more	1 point 2 points 3 points
ISAT Composite Exceeds Highest Grade Level (Ceiling = (90%)	0.1% to 2.9% 3% to 5.9% 6% or more	1 point 2 points 3 points
Attendance (Ceiling = 95%)	0.1% to 0.4% 0.5% to 0.9% 1% or more	1 point 2 points 3 points
Note: If 2009 score is above ceiling, school receives all 3 points. Otherwise, trend points are determined by 2009 score minus average of prior 3 years of data. If school does not have 3 years of prior data, then the average of the prior 2 years is used. School must have at least 2007-2009 data to receive a trend score.		

Assigning Growth Points		
Metrics	If growth score is….	School receives
Value-Added Reading	-2.2 to -0.1 0 to 2.1 2.2 or more	1 point 2 points 3 points
Value-Added Mathematics	-2.7 to -0.1 0 to 2.6 2.7 or more	1 point 2 points 3 points
Note: Score represents the difference between this school's average student growth on the ISAT and the average growth of similar students district-wide.		

Assigning Levels		
If total points are…	…or if % of points is…	School is at Level
30 or more	71% or more	1
21 – 29	50% to 70.9%	2
18 – 20	42.9% to 49.9%	3 (Review)
Less than 18	Less than 42.9%	3

Created 08-30-2009

CHICAGO PUBLIC SCHOOLS | CPS

Chief Executive Office
125 South Clark Street, 5th Floor • Chicago, Illinois 60603

October 12, 2010

Principal
William W Carter Elementary School
5740 S Michigan Ave
Chicago, Illinois 60637

Dear Principal:

I am writing to notify you of **William W Carter Elementary School's** CPS Performance Policy status for the 2010-2011 school year. This status is based on data from the 2009-2010 school year.

Based on criteria established through the Chicago Public Schools' "Performance, Remediation and Probation Policy" (10-0728-PO3), **CARTER** has achieved a rating of **Level 3**. As a result of this rating and other criteria established in the Performance Policy, **CARTER's** status for the 2010-2011 school year is **On Probation**. This status will remain until your school is notified of a new status in accordance with the 2011-2012 policy.

Your school's Performance Policy summary is attached to this letter. This summary includes the school's score for each metric and the Performance Policy points received. The second page of the summary contains a legend that explains the policy's scoring methodology.

To be removed from probation, your school must achieve a Level 1 or Level 2 rating under the Performance Policy for two consecutive years.

Under the Illinois School Code, the Board of Education is granted authority over the school improvement plan (SIPAAA) and budget for schools on probation. For your school, the Chief Area Officer (CAO) or other designated oversight officer will be responsible for developing a probation plan for addressing the school's academic deficiencies. This plan will be documented in your school's SIPAAA. In addition, schools on probation may be subject to further actions listed in section 5/34-8.3(d) of the Illinois School Code, including:

1. Ordering new local school council elections
2. Removing and replacing the principal
3. Replacing faculty members subject to the provisions of Section 24A-5
4. Reconstitution of the attendance center and replacement and reassignment by the general superintendent of all employees of the attendance center
5. Intervention under Section 34-8.4
6. Operating the school as a contract turnaround school
7. Closing of the school

More information on the CPS Performance Policy can be found online at http://research.cps.k12.il.us/cps/accountweb/Accountability, including the CPS Performance Policy Calculator. You are encouraged to use the calculator to better understand how your school's Performance Policy score was calculated and to determine what progress the school will need to make this coming school year to achieve the desired Level.

If you have any questions about your school's rating, please contact Ryan Crosby at (773) 553-5062 or rcrosby@cps.edu.

Sincerely,

Ron Huberman

Ron Huberman

Copy: Mary Richardson-Lowry, President, Chicago Board of Education
Board Members
Shawn Smith, Chief Area Officer
Patrick Rocks, General Counsel
Sarah Kremsner, Chief Performance Officer
Ryan Crosby, Manager of Performance Policy

Enclosure

CHICAGO PUBLIC SCHOOLS | CPS

2010 Performance Policy Report
William W Carter Elementary School

School ID: 609844
Area: 13

Performance Policy Rating	**2010-2011**	2009-2010	2008-2009
Probation Status	**Probation**	Probation	Probation
Performance Rating	**Level 3**	Level 3	Level 3
Performance Policy Points Earned	**13 of 42 (31%)**	9 of 42 (21.4%)	9 of 42 (21.4%)
ISAT Composite Meets/Exceeds %	**56.7% (2010)**	52.4% (2009)	50.5% (2008)

NCLB Rating	
2010 AYP	No
2010-2011 Federal Status	Choice SES
2010-2011 State Status	Academic Early Warning Year 2

Current Status and Trend	2007	2008	2009	2010	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	50.3%	54.2%	55.9%	52.4%	54.2% (1 point)	-1.1 (0 points)	1 of 6
ISAT Math Meets/Exceeds %	55.4%	49.0%	52.2%	64.0%	58.1% (1 point)	+11.8 (3 points)	4 of 6
ISAT Science Meets/Exceeds %	42.4%	43.9%	40.3%	45.6%	43.0% (0 points)	+3.4 (2 points)	2 of 6
ISAT Composite Exceeds %	6.1%	4.2%	3.2%	4.4%	3.8% (0 points)	-0.1 (0 points)	0 of 6
8th Grade ISAT Composite Exceeds %	3.8%	1.5%	3.9%	5.3%	4.6% (0 points)	+2.2 (1 point)	1 of 6
Adjusted Attendance Rate	91.5%	91.4%	91.8%	92.1%	92.0% (1 point)	+0.5 (2 points)	3 of 6

Student Growth	Value Added	Percentile	Points
Value-Added Reading	-0.8	16th	1 of 3
Value-Added Math	-0.1	46th	1 of 3

2010 Performance Policy Legend

Performance Management | CPS

Definitions

Current Status	For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.
Trend	For a metric, this is the difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.
Ceiling	If the school's most recent score is at or above the ceiling, the school receives all Trend points for that metric, regardless of Trend score.
Value-Added	This is the difference between the average growth of students in the school and the growth of similar students across the District. This comparison is made using a regression methodology that controls for each student's grade level, prior ISAT performance, and student demographics. Scores are reported on a standardized scale with a mean of zero (0).
Adjusted Attendance	For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 8th and 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school's official attendance rate and may not match the attendance rate reported elsewhere.
Minimum Performance Standard	Elementary schools with an ISAT Composite score below 50% or high schools with a PSAE Composite score below 10% are automatically placed on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading Meets/Exceeds %	Less than 50%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math Meets/Exceeds %	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science Meets/Exceeds %	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite Exceeds %	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
ISAT Composite Exceeds % at the Highest Grade Level	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Attendance Rate	Less than 90.0%	0 points	Less than 0.1	0 points
	90.0% to 92.9%	1 point	0.1 to 0.4	1 point
	93.0% to 94.9%	2 points	0.5 to 0.9	2 points
	95.0% or more	3 points	1.0 or more	3 points

	If Value-Added score is:	School receives:
Value-Added Reading	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points
Value-Added Mathematics	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

*Notes on Probation:

► Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

► Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

► Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy and NCLB, please visit http://research.cps.k12.il.us.

The Performance Policy calculator is available at the website above. The calculator allows users to enter a school's historical and projected future data to determine what scores the school must receive in order to achieve a given level on the Performance Policy.

CHICAGO PUBLIC SCHOOLS CPS

Chief Executive Office
125 South Clark Street, 5th Floor • Chicago, Illinois 60603

September 13, 2011

Principal
William W Carter Elementary School
5740 S Michigan Ave
Chicago, Illinois 60637

Dear Principal:

I know you share my conviction that all children deserve the opportunity for an education that prepares them for college and career success. Performance Policy results from the 2010-2011 school year are in, and they confirm that many schools have made progress toward making that promise a reality. This year, 54 elementary schools were removed from probation and 58 schools moved to Level 1 from Level 2 or 3.

Results like these confirm that all schools are capable of delivering the kind of world-class education we want for our students. However, 200 elementary schools remain on probation and we know that we still have a lot of work to do together.

Based on criteria established through the Chicago Public Schools' "Performance, Remediation and Probation Policy" (10-0728-PO4), **William W Carter Elementary School** has achieved a rating of **Level 3**. As a result of this rating and other criteria established in the Performance Policy, **CARTER's** status for the 2010-2011 school year is **On Probation**. This is your school's fifth year on probation. Your school's status will remain in effect until 2012-2013 notifications are released next year.

Your school's Performance Policy summary is attached to this letter. This summary includes the school's score for each metric and the Performance Policy points received. The second page of the summary contains a legend that explains the policy's scoring methodology.

To be removed from probation, your school must achieve a Level 1 or Level 2 rating under the Performance Policy for two consecutive years.

Under the Illinois School Code, the Board of Education is granted authority over the school improvement plan (SIPAAA) for schools on probation. For your school, the Chief of Schools or another CEO designee will serve as the lead of your school's probation team, which will be responsible for overseeing the development and implementation of the SIPAAA and school budget. As principal, you are responsible for working with the probation team to develop and implement the SIPAAA.

In addition, schools on probation may be subject to further actions listed in section 5/34-8.3(d) of the Illinois School Code, including:

1. Ordering new local school council elections
2. Removing and replacing the principal
3. Replacing faculty members subject to the provisions of Section 24A-5
4. Reconstitution of the attendance center and replacement and reassignment by the general superintendent of all employees of the attendance center
5. Intervention under Section 34-8.4
6. Operating the school as a contract turnaround school
7. Closing of the school

Please note that your school's LSC members will also receive a letter notifying them of the school's Performance Policy rating. Their letter will also include the Performance Policy report, as well as a report on the trend data for the school for use in the principal evaluation process. A copy of the LSC letter is enclosed.

More information on the CPS Performance Policy can be found online at www.cps.edu/performance. If you have any questions about your school's rating, please contact Ryan Crosby at (773) 553-5062 or rcrosby@cps.edu.

I look forward to working with you and your school community as you undertake the continued work of school improvement. I know this work is difficult, but I also know our common goal of student success is achievable and absolutely critical to the lives of our students.

Sincerely,

Jean-Claude Brizard

Copy: David Vitale, President, Chicago Board of Education
Board Members
Noemi Donoso, Chief Education Officer
Shawn Smith, Chief of Schools
Patrick Rocks, General Counsel

Enclosures

Performance Policy

2011 Elementary School Performance Policy Report

William W Carter Elementary School

School ID: 609844
Network: Burnham Park

Current Status and Trend	2008	2009	2010	2011	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	54.2%	55.9%	52.4%	53.0%	52.7% (1 point)	-1.2 (0 points)	1 of 6
ISAT Math Meets/Exceeds %	49.0%	52.2%	64.0%	63.1%	63.6% (1 point)	+8.0 (3 points)	4 of 6
ISAT Science Meets/Exceeds %	43.9%	40.3%	45.6%	42.2%	43.9% (0 points)	-1.1 (0 points)	0 of 6
ISAT Composite Exceeds %	4.2%	3.2%	4.4%	5.4%	4.9% (0 points)	+1.5 (1 point)	1 of 6
8th Grade ISAT Composite Exceeds %	1.5%	3.9%	5.3%	10.3%	7.8% (1 point)	+6.7 (3 points)	4 of 6
Adjusted Attendance Rate	91.4%	91.8%	92.1%	91.3%	91.7% (1 point)	-0.5 (0 points)	1 of 6

Student Growth Metrics	2011 Score	Percentile	Points
Value-Added Reading	-1.2	11th	0 of 3
Value-Added Math	-0.2	44th	1 of 3

Overall Rating

Performance Policy Rating	2011-2012	2010-2011	2009-2010
Performance Policy Points Earned	12 of 42 (28.6%)	13 of 42 (31%)	9 of 42 (21.4%)
Performance Rating	Level 3	Level 3	Level 3
ISAT Composite Meets/Exceeds %	55.7% (2011)	56.7% (2010)	52.4% (2009)
Probation Status	Probation	Probation	Probation

2011 Elementary School Performance Policy Legend

Definitions

Current Status	For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.
Trend	For a metric, this is the difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.
Ceiling	If the school's most recent score is at or above the ceiling, the school receives all Trend points for that metric, regardless of Trend score.
Value-Added	This is the difference between the average growth of students in the school (as measured by ISAT scale score points) and the growth of similar students District-wide. This comparison is made using a regression methodology that controls for each student's grade level, prior ISAT performance, and student demographics.
Adjusted Attendance	For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 8th and 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school's official attendance rate and may not match the attendance rate reported elsewhere.
Minimum Performance Standard	Elementary schools with an ISAT Composite score below 50% or high schools with a PSAE score below 10% are automatically placed on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading Meets/Exceeds % (Ceiling = 90%)	Less than 50%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Attendance Rate (Ceiling = 95%)	Less than 90.0%	0 points	Less than 0.1	0 points
	90.0% to 92.9%	1 point	0.1 to 0.4	1 point
	93.0% to 94.9%	2 points	0.5 to 0.9	2 points
	95.0% or more	3 points	1.0 or more	3 points

	If Value-Added score is:	School receives:
Value-Added Reading	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points
Value-Added Mathematics	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

*Notes on Probation:
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/performance.

CHICAGO PUBLIC SCHOOLS CPS

Chief Executive Office
125 South Clark Street, 5th Floor • Chicago, Illinois 60603

October 31, 2012

Principal
William W Carter Elementary School
5740 S Michigan Ave
Chicago, Illinois 60637

Dear Principal:

I know you share my conviction that every student, in every school, in every neighborhood deserves the opportunity to receive an education that maximizes their potential and prepares them for college and career success. Performance Policy results from the 2011-2012 school year are in, and they confirm that many of our schools have made progress toward achieving that goal. This year, 39 elementary schools were removed from probation and 96 schools moved to Level 3 to 2, or from Level 2 to 1.

Results like these confirm that all schools are capable of delivering the kind of world-class education we want for our students. However, 194 elementary schools remain on probation and we know that we still have a lot of work to do together.

Based on criteria established through the Chicago Public Schools' "Performance, Remediation and Probation Policy" (12-0725-PO2), **William W Carter Elementary School** has achieved a rating of **Level 3**. As a result of this rating and other criteria established in the Performance Policy, **CARTER's** status for the 2012-2013 school year is **On Probation**. This is your school's sixth year on probation. Your school's status will remain in effect until 2013-2014 notifications are released next year.

Your school's Performance Policy summary is attached to this letter. This summary includes the school's score for each metric and the Performance Policy points received. The second page of the summary contains a legend that explains the policy's scoring methodology.

To be removed from probation, your school must achieve a Level 1 or Level 2 rating under the Performance Policy for two consecutive years.

Under the Illinois School Code, the Board of Education is granted authority over the school improvement plan, also known as Continuous Improvement Work Plan (CIWP), for schools on probation. For your school, the Chief of Schools or another CEO designee will serve as the lead of your school's probation team, which will be responsible for overseeing the development and implementation of the CIWP and school budget. As principal, you are responsible for working with the probation team to develop and implement the CIWP.

In addition, schools on probation may be subject to further actions listed in section 5/34-8.3(d) of the Illinois School Code, including:

1. Ordering new local school council elections
2. Removing and replacing the principal
3. Replacing faculty members subject to the provisions of Section 24A-5
4. Reconstitution of the attendance center and replacement and reassignment by the general superintendent of all employees of the attendance center
5. Intervention under Section 34-8.4
6. Operating the school as a contract turnaround school
7. Closing of the school

Please note that your school's LSC members will also receive a letter notifying them of the school's Performance Policy rating. Their letter will also include the Performance Policy report, as well as a report on the trend data for the school for use in the principal evaluation process. A copy of the LSC letter will be shared with you.

More information on the CPS Performance Policy can be found online at www.cps.edu/performance. If you have any questions about your school's rating, please contact Ryan Crosby at (773) 553-5062 or rcrosby@cps.edu.

I look forward to working with you and your school community as you undertake the continued work of school improvement. I know this work is difficult, but I also know our common goal of student success is achievable and absolutely critical to the lives of our students.

Sincerely,

Barbara Byrd-Bennett
Chief Executive Officer

Copy: David Vitale, President, Chicago Board of Education
Board Members
James Bebley, General Counsel
John P. Price, Chief of Schools

Enclosures

Performance Policy

2012 Elementary School Performance Policy Report

William W Carter Elementary School

School ID: 609844
Network: Burnham Park Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	55.9%	52.4%	53.0%	57.0%	55.0% (1 point)	+3.2 (2 points)	3 of 6
ISAT Math Meets/Exceeds %	52.2%	64.0%	63.1%	66.7%	64.9% (1 point)	+6.9 (3 points)	4 of 6
ISAT Science Meets/Exceeds %	40.3%	45.6%	42.2%	37.3%	39.8% (0 points)	-5.4 (0 points)	0 of 6
ISAT Composite Exceeds %	3.2%	4.4%	5.4%	8.2%	6.8% (1 point)	+3.9 (2 points)	3 of 6
8th Grade ISAT Composite Exceeds %	3.9%	5.3%	10.3%	6.7%	8.5% (1 point)	+0.2 (1 point)	2 of 6
Adjusted Attendance Rate	91.8%	92.1%	91.3%	91.9%	91.6% (1 point)	+0.2 (1 point)	2 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-0.1	48th	1 of 3
Value-Added Math	-0.8	19th	1 of 3

Overall Rating

Performance Policy Rating	**2012-2013**	2011-2012	2010-2011
Performance Policy Points Earned	16 of 42 (38.1%)	12 of 42 (28.6%)	13 of 42 (31%)
Performance Rating	Level 3	Level 3	Level 3
ISAT Composite Meets/Exceeds %	58.6% (2012)	55.7% (2011)	56.7% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

Definitions

Current Status	For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.
Trend	For a metric, this is the difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.
Ceiling	If the school's most recent score is at or above the ceiling, the school receives all Trend points for that metric, regardless of Trend score.
Value-Added	This is the difference between the average growth of students in the school (as measured by ISAT scale score points) and the growth of similar students District-wide. This comparison is made using a regression methodology that controls for each student's grade level, prior ISAT performance, and student demographics.
Adjusted Attendance	For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 8th and 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school's official attendance rate and may not match the attendance rate reported elsewhere.
Minimum Performance Standard	Elementary schools with an ISAT Composite score below 50% or high schools with a PSAE score below 10% are automatically placed on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading Meets/Exceeds % (Ceiling = 90%)	Less than 50%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Attendance Rate (Ceiling = 95%)	Less than 90.0%	0 points	Less than 0.1	0 points
	90.0% to 92.9%	1 point	0.1 to 0.4	1 point
	93.0% to 94.9%	2 points	0.5 to 0.9	2 points
	95.0% or more	3 points	1.0 or more	3 points

	If Value-Added score is:	School receives:
Value-Added Reading	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points
Value-Added Mathematics	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

*Notes on Probation:
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/performance.

CHICAGO PUBLIC SCHOOLS
Public Hearing to Consider:
Proposed Reconstitution of William W. Carter Elementary School
Statement of John Price, Chief of Schools for the Burnham Park Elementary School Network
May 2, 2013

Good evening. My name is John Price. I am employed by the Board of Education of the City of Chicago as the Chief of Schools for the Burnham Park Elementary School Network. Chicago Public Schools are divided up into Networks, managed by a Chief, and provide support and oversight for the schools assigned to them on behalf of the CEO. William W. Carter Elementary School is within the Burnham Park Elementary School Network and I am responsible for the support and oversight of Carter on behalf of the CEO. I have been the Chief of Carter since March of 2012.

By way of background, I have been an educator for approximately 18 years. I began working as a teacher in 1995. I have taught at the elementary, middle school and college levels. I have also worked as an Assistant Principal and Principal where I led efforts to significantly close the achievement gap for students. Currently, I serve as the Chief of Elementary Schools for the Burnham Park Network, managing 35 schools with approximately 13,000 students. I hold a bachelor's degree from Stanford University and a Masters of Education in Administration and Leadership from the University of Illinois at Chicago.

Carter has been on probation for five consecutive school years for failing to meet the CPS required standards for minimum student performance. As my colleague, John Barker, testified, the school has demonstrated low academic performance across subject areas, and students are not growing at a rate consistent with other comparable schools in the geographic network and the District. Based on the Performance Policy and my observations, the CEO has concluded that Carter has made insufficient progress in improving student academic achievement.

Through my review of the Carter School Improvement Plans, Continuous Improvement Work Plan, information I have gained from Network staff, my own knowledge of the District's initiatives, and my work with Carter since 2012, I am aware of how the District has supported Carter in an attempt to correct its deficiencies during the last several years with programmatic, professional development and leadership coaching.

Since Carter has been on probation, the District has provided oversight of its discretionary budget to ensure funds are allocated in line with the goals for improved student outcomes. Prior to this school year, this was done through the School Improvement Plan for Advancing Academic Achievement, or SIPAAA. The SIPAAA was created with input from data and several stakeholders to identify the key areas where the school needed improvement, plan interventions to support the school, and

allocate funds accordingly. The Chief provided input in the creation of the SIPAAA, and the Board of Education approved the SIPAAA. Copies of the SIPAAA for 2010 through 2012 and Board Reports adopting them are located in your binder at tabs 12 and 13.

The Network has provided additional support to Carter in an effort to correct academic deficiencies at the school. During the 2011-2012 school year, the Network provided additional support to Carter in the following ways:

- Carter's principal and assistant principal received approximately fourteen professional development opportunities on key District and Network priorities, such as Common Core State Standards and integration of technology; as well as observation of instructional practices.
- Network staff hosted three workshops for Carter kindergarten through second grade teachers to support technology integration into lesson plans to provide students with better access to technology in the classroom.
- Carter's principal received one-on-one coaching on seven occasions from the Network's Deputy Chief and on one occasion from the Network Chief regarding issues such as setting expectations and facilitating staff planning; implementing rigorous lessons across all grade levels and content areas; analyzing instruction through qualitative observations of teacher pedagogical practice; and facilitating ongoing professional development that allows teachers to utilize data to reflect on and improve their practice in the classroom.
- The Network's Deputy Chief held approximately two to three small group planning sessions, which included various principals in the Network, including Carter's principal. These planning sessions addressed implementation and support of the goals and action plans outlined in the SIPAAA. Further, the planning sessions included providing oversight of Carter's discretionary budget to ensure funds were allocated in line with the goals for improving student outcomes.

Beginning this school year, the District began providing oversight of Carter's discretionary budget and goals for improved student outcomes through the Continuous Improvement Work Plan, or CIWP. The CIWP is a two-year strategic plan, created by a team of participants at the school level with support and guidance from the Network Chief. A CIWP team consists of 6 to 12 committed stakeholders, including parents, teachers, the principal, and other members of the school community such as Local School Council representatives. The CIWP team uses data and self-evaluation to set student performance goals, develops strategic priorities, identifies milestones and creates an action plan for each priority, and allocates funds in the budget to align with its goals and strategic priorities. The Network Chief provides input throughout the planning process and also approves the CIWP upon completion on behalf of the District. The Board of Education also approves the CIWP, and copies of the Board

Report approving the Carter 2012-2014 CIWP is located in your evidence binder at tab 14.

The Carter CIWP set the following strategic priorities to improve student achievement and created an action plan for each.

- The first goal was to integrate and align content area curriculum based on the Common Core State Standards to help prepare students to achieve their full academic potential and expand their knowledge so as to allow the students to become college and career ready.
- The second goal was to foster a safe and secure learning environment for all learners to improve student connection and a positive educational climate.
- The third goal was to make sure students are efficient in the use of technology to broaden their learning in order for them to compete in the global market.
- The fourth goal was to encourage the school environment and community to develop a healthy lifestyle.

The Network has provided additional support to Carter this school year in an effort to correct academic deficiencies in the following ways:

- Network Instructional Support Leaders visited Carter one to two days per week to support the implementation of the school and Network CIWP goals and action plans for improving student outcomes. Carter received more visits than a typical Network school during this school year.
- Carter's principal and assistant principal received more than fifteen professional development opportunities on key District and Network priorities, such as school culture and climate, early childhood literacy, and data management and usage.
- Network staff hosted two mathematics instructional workshops for Carter upper-grade teachers.
- Carter's principal received one-on-one coaching on six occasions from the Network's Deputy Chief and on one occasion from the Network Chief regarding issues such as: setting expectations and facilitating staff planning; implementing rigorous lessons across all grade levels and content areas; analyzing instruction through qualitative observations of teacher pedagogical practice; and facilitating ongoing professional development that allows teachers to utilize data to reflect on and improve their practice in the classroom.

Despite the supports provided by the District in recent years, student academic growth at the school has not kept pace with District averages. In fact, based on 2012-2013 mid-year data, it appears that student achievement is falling farther behind national averages. As John Barker testified, the gap between Carter and other schools in the geographic network and District has increased in the past five years. For individual students and for the community, there is an urgent need for the performance of Carter

to improve and to improve quickly. Accordingly, the CEO is recommending that Carter be turned around.

If the Board approves the proposed turnaround of Carter, students will not be displaced from the school. Instead, a new team of administrators, faculty and support personnel will be staffed at the school. You will hear testimony from Pamela Creed next, who will explain the turnaround method and why the CEO believes it will result in better educational outcomes at Carter.

In conclusion, there is an urgent need to accelerate student achievement at Carter, and prior supports and interventions have not produced satisfactory results. The CEO believes that a turnaround will accelerate student achievement and provide Carter students with better educational opportunities.

Thank you for your time and attention. This concludes my statement.

The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2011.

What is SIPAAA?

The School Improvement Plan for Advancing Academic Achievement is a strategic plan created by each Chicago Public School. This plan identifies the school's strengths, concerns, and priority areas for improvement; it is approved by the Local School Council and Chief Area Officer, where applicable. The action plan described in the SIPAAA, supported by the school's funds, is implemented and adjusted over a two-year period.

For resources related to the SIPAAA process,
Go to www.stratplan.cps.k12.il.us/sipaaa_process.shtml.

SIPAAA Team

TIP List the members of the SIPAAA Team (usually 6-12 individuals), choose the title that best describes each person's relationship to the school, and designate a chairperson.
TIP While the Start Date and End Date are optional, you may want to use these fields to note SIPAAA Team members that joined or left the team in the middle of the process.

Last Name	First Name	Title	Chairperson	Start Date	End Date
Harmon	Anita	Principal	X		
Carter	Dorothy	Counselor/case mgr.			
Cobbins	Debra	LSC member			30-Jun-2009
Gibson	Alice	Classroom tchr.			30-Jun-2009
Grimes	Michele	Lead/resource tchr.			30-Jun-2008
Guidry	Lori	Classroom tchr.		26-Aug-2009	
Harris	Ruby	Lead/resource tchr.			
Jackson	Felecia	LSC member			
Jennings	Lynnette	Lead/resource tchr.		03-Aug-2009	
Jones-Johnson	Lenda	LSC member		26-Aug-2009	
Lawrence	Adrienne	CAO delegate			29-Aug-2008
Lewis	Vera	Special ed. faculty			30-Jun-2009
Onyeali	Amaechi	Lead/resource tchr.			
Perkins	L'Ouverture	Classroom tchr.		26-Aug-2009	
Rooks	Wayne	Other			
Spaulding	Rosemary	Asst. Principal			
Washington	Gwane	Special ed. faculty		26-Aug-2009	
Webb	Anna Yvonne	Lead/resource tchr.			30-Jun-2008

Involvement

TIP You cannot delete the pre-populated text within the boxes below. However, please enter additional information in the text box below the pre-populated answers.

- Please describe the district's peer review and approval process.

  For schools requiring school improvement plans as described in NCLB Title I Section 1116, the school improvement plan shall go through a three tiered review: First, it will be reviewed by the area office to whom the principal reports. Second, it will be reviewed by the Chief Education Office or designee. Third, it will be approved by the Chief Executive and the Board of Education. Additionally, the plan will be monitored on an on-going basis. Reports will be issued detailing the progress the school makes towards implementation of the plan and the correction of its educational deficiencies.

TIP Schools may add more information related to services or resources provided by the district in the open text box below.

- Specify the services and resources that the district has provided to revise your school improvement plan and other services the district will provide toward implementation of strategies and activities. (i.e., data analysis, identifying professional development needs for instruction, and analysis/revision of the school's budget).

  The OLSCR will continue to assist parents and their schools with their effort to better educate their children.Through our office we will continue to provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and numerous other workshops. CAOs along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; CAOs along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; CAOs will provide professional development and support to school based personnel on using data to improve instruction.

TIP You cannot delete the pre-populated text within the boxes below.

- Specify the services and resources that the state has provided to revise the plan and other services the district will provide toward implementation of strategies and activities.

  ISBE uses the Illinois Regional Support Providers (RESPRO) as its way of implementing the statewide System of Support. While this is usually accomplished through a contract with third party providers, CPS is it's own RESPRO. There is a three-tiered system of support for CPS schools with priority given to (1) schools in greatest need of improvement and in corrective action status, (2) schools in school improvement status, and (3) support schools that need assistance with school improvement but not on status. The purpose of the CPS RESPRO is to (1) review and analyze data; (2) collaborate with stakeholders; (3) assist schools identify services and resources that have the greatest likelihood of improving student achievement; (4) evaluate effectiveness of strategies and activities; and (5) make recommendations for improvement.

The School Support Team provides sustained and intensive support for those schools to make adequate yearly progress towards meeting Illinois Learning Standards.

- Please list the names of the following individuals assigned to your school-Area Instructional Officer, School Improvement Coordinator, Management Support Director, Literacy, Math, Science Coaches and any External Partners (Third Party Providers and Universities)

  Dr. Shawn Smith, CAO
  Ms. Valeria Olds, MSD
  Ms. Sharice Fulson, Administrative Assistant
  Mr. Michael McGehee, Attendance Administrator
  Area Coaches: Cassandra Davis, Raashida Washington
  C4MGP & University of Illinois: Joanne Baker, Deanna Wruskyj

TIP Use the box below to summarize how the SIPAAA Team gathered input from faculty and community stakeholders, throughout the SIPAAA process, while focusing on strategies and activities from stakeholders with expertise. Keep track of how many different people participated over the course of SIPAAA planning.

All staff (teachers, custodians, paraprofessionals, food service, administrators), LSC (local school council members) and stakeholders (parents, students, community) had an opportunity to meet as whole group, small groups and working groups to give input into the decision-making process.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	9	25	19	5	15	5	

Summary of Meetings

Meeting Date	Meeting Type	Description
16-Apr-2010	Small group discussion	Priority goals
09-Apr-2010	Working group	Group outcome and process analysis
23-Mar-2010	Working group	Finalizing of If, Then Statements
22-Mar-2010	Working group	Development of If, Then Statements
11-Feb-2010	Working group	Professional Development-Entire Staff; Data Gathering
01-Feb-2010	Other	Business Service Center SIPAAA Meeting
26-Jan-2010	Other	From Mission to Action
22-Jan-2010	Small group discussion	Area 13 Data Analysis Support

Five Fundamentals Surveys

TIP Use the surveys in The SIPAAA Planning Toolkit to gather information for the process analysis section of the SIPAAA.

Number of Family Survey Responses: 50
Number of Student Survey Responses: 100
Number of Teacher Survey Responses: 22
Number of Staff Survey Responses: 16

Mission/Vision

TIP Engage the SIPAAA Team and other stakeholders in drafting or revisiting the school's mission (the "map for success") and its vision (the "snapshot of success").
TIP Enter the mission and vision in the spaces below.

Mission Statement:

To create, further develop, and sustain a solid foundation through Illinois Standard-based Curriculum from which all children will meet and or exceed academically within a safe and secure educational setting. We will provide multiple support systems that will enhance a lifelong educational journey which encompasses leadership qualities, interpersonal skills, and

Vision Statement:

To create a learning environment that prepares our students to excel academically and promote collaborative educational program opportunities in preparation for further educational endeavors. AT CARTER -- THROUGH COMMITMENT, CARING AND COMMUNITY, ALL OF OUR STUDENTS WILL BE ACHIEVERS!

technologically savvy learners!

Student Outcomes

Student Outcomes Strengths and Concerns

TIP Your school's outcome data are organized by the four Scorecard categories. Choose a category of data to analyze from the dropdown menu, print the page, and distribute the data to SIPAAA Team members or working groups for discussion and analysis. Include any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.

TIP The data below come from the Office of Research, Evaluation & Accountability. Subgroup data are omitted when there are fewer than 10 students in the reporting group.

Strengths:

Carter School's overall performance on the ISAT for 2009 was 52.1%. This was an increase of 2.2% over the year before. The 4th graders did show an increase from 34% to 42.1% on the 2009 ISAT. Promotion rates for our 6th and 8th grade benchmark students have risen from 79.5% to 81% and 95.1 to 100% respectively. Students in the exceeds category for the highest grade enrolled has increased 15.2% from 56.4 in 2007-08 to 71.6% in 2008-09. Our 8th graders scored 76.5% in reading in 2009. Parental involvement on report card pick-up days combined with parental responses to requests for conferences was 96%. According to the parent survey, 91% of parents were satisfied that our school was performing adequately or above and 96% of parents indicated there was an opportunity for parent involvement.

Concerns:

Mobility continues to be an obstacle to student success rates. In 2009, it was 50.6% which directly relates to the late registration of students when the school year begins. The students that we have in the beginning of the year show a dramatic change as the year proceeds. By the time we give the district-wide tests it becomes necessary to disaggregate the data of the students who stay at Carter. The homeless population has also increased due to the economy and this causes additional instability. The 4th and 7th graders did not show an increase in ISAT reading performance for 2009. The 3rd and 6th graders did not show an increase in ISAT math performance for 2009 and 7th graders decreased significantly, 52.9% to 38.5%.

Student Outcomes (Elementary School)

Student Outcome	2008-2009 Score	Trends		
		2006-2007	2007-2008	2008-2009
Students Meeting or Exceeding State Standards for the Highest Grade Enrolled	71.60%	65.00%	56.40%	71.60%
Freshmen On-Track to Graduate	58.30%	55.80%	69.20%	58.30%

Academic Progress

Academic Progress Strengths and Concerns

- Briefly describe the relevant school-level assessment data you use to inform your school improvement decisions. What Strengths and weakness does this data show?

  DIBELS assessment reports for grades K thru 3 are given three times a year and teachers use progress monitoring to drive instruction. Benchmark reading and math assessments reports are analyzed with grade level teachers as well as across grades for 3 through 8. The ISAT data is also used to make informed school improvement decisions. Explore is given to the 8th grade students. This year we implemented the CIF (Comprehensive Instructional Framework) for grades 3 through 5 in the content area of math. We believe with continued implementation of CIF student achievement will increase.

- Please identify any internal or external factors that exist that may contribute to low achievement based on the data found on the Illinois School Report Card, the Dashboard, the REA website or local assessment data.

  One factor that appears to contribute to low achievement for some students thereby impacting the entire school is the high mobility rate. While there is a decrease from last year, it is still high at 50.6%. Mobility for the state is 14.9%. Another factor is student attendance 91.8% compared to 93.7 for the state. When analyzing attendance by grade level, the attendance for primary students is significantly lower (K-3, 91%) then students in the intermediate and middle school grades (4-8, 93%).

- After analyzing all of your data (see the Illinois School Report Card, the CPS Dashboard, the REA website and local assessments for more data), how could the district support the students with lowest achievement? What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

  District support:
  Area support team to continue to inservice and give workshops to staff in reading, math and writing, demonstrate and model best practices, assist in using data to plan instruction in classroom, specifically for differentiated instruction and effective grouping of students. The area office also offered support to improve math by instituting ST MIND for 3rd through 5th grade. Training and funds were given to staff so teachers could implement the JiJi On-line program before, during and after school. We believe the continued implementation of this program will increase student achievement.
  Next Steps
  Teachers to implement strategies shared by area support team and administrative staff to monitor periodically and give timely feedback. Teachers to develop rigorous activities that motivate student learning.

- What does the below data tell you about student performance in your school? (Also see the Illinois School Report Card, the CPS Dashboard and the REA website for more data sources.) What strengths and weaknesses do these data show?

  Students have been making progress in moving from the bottom two quartiles in reading and math. However, staff need to concentrate efforts in developing rigorous and challenging lessons to move students from the meets to the exceeds category in reading, math and science. We will continue to use the Lucy Calkins Writing Program which should enhance student achievement on the extended responses in reading and math in moving them from 0 and 1 to 2, 3 and 4 to increase their overall scores.

- Please identify the areas of deficiency within your school based on your most recent AYP report. To check your AYP status, enter the

REA website (click on the Accountability tab)
https://research.cps.k12.il.us/resweb/PageServlet?page=schoolprofile&class=profile.SchoolProfile

Carter did not meet AYP this school year. The percent meeting/exceeding math standards was 52.2% and the reading meets/exceeds was 55.9%, with the overall ISAT performance at 52.1%. The state requirement was 70%.

Strengths:
Grades which showed an increase in reading were 3, 5, 6, and 8. Math percentages increased at 4th, 5th, 7th and 8th with 8th grade meeting/exceeding state standards in reading at 76.5% and 3.3% lower that state standards in math at 66.7%.

Concerns:
The allocation of resources to reflect our instructional action plans and continued implementation of the CIF for student learning and PBIS to continue to create a culture of calm thereby increasing student achievement.

Academic Progress (Elementary School)

Students Meeting or Exceeding State Standards

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
52.40%	51.40%	50.50%	52.40%

Students Meeting or Exceeding State Standards in Reading

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
55.90%	50.30%	54.20%	55.90%

ISAT Reading Trend Analysis

Grade Level	2006-2007	2007-2008	2008-2009
3rd Grade	40.70%	44.40%	53.80%
4th Grade	43.60%	48.90%	46.20%
5th Grade	38.60%	33.30%	41.30%
6th Grade	57.70%	43.90%	53.60%
7th Grade	51.70%	76.50%	61.50%
8th Grade	72.50%	68.20%	76.50%
All Grades	50.30%	54.20%	55.90%

ISAT Reading Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	47.80%	62.50%			53.80%				
4th Grade	50.00%	42.90%			46.20%				
5th Grade	55.60%	32.10%			41.30%				
6th Grade	40.70%	65.50%			53.60%				
7th Grade	41.20%	77.30%			61.50%				

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
8th Grade	66.70%	81.80%			76.50%				
All Grades	49.60%	61.10%			55.90%				5.10%

ISAT Reading Subtest Analysis

Grade	Vocab. Development	Reading Strategy	Reading Comprehension	Literature
3rd Grade	53.80%	55.60%	49.00%	52.10%
4th Grade	58.70%	56.40%	49.10%	49.00%
5th Grade	45.30%	46.20%	49.80%	52.30%
6th Grade	46.20%	58.50%	57.40%	57.60%
7th Grade	52.60%	61.00%	58.30%	59.30%
8th Grade	60.30%	58.00%	62.40%	62.10%
All Grades	52.50%	56.00%	54.80%	55.80%

Students Meeting or Exceeding State Standards in Mathematics

2008-2009 Score	2006-2007	2007-2008	2008-2009
52.20%	55.40%	49.00%	52.20%

ISAT Math Trend Analysis

Grade Level	2006-2007	2007-2008	2008-2009
3rd Grade	59.30%	57.80%	48.70%
4th Grade	61.50%	55.30%	64.10%
5th Grade	43.20%	40.00%	43.50%
6th Grade	65.40%	46.30%	37.50%
7th Grade	46.70%	51.00%	56.40%
8th Grade	57.50%	44.80%	66.70%
All Grades	55.40%	49.00%	52.20%

ISAT Math Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	47.80%	50.00%			48.70%				
4th Grade	55.60%	71.40%			64.10%				
5th Grade	55.60%	35.70%			43.50%				
6th Grade	29.60%	44.80%			37.50%				
7th Grade	58.80%	54.50%			56.40%				
8th Grade	72.20%	63.60%			66.70%				
All Grades	51.20%	53.00%			52.20%				7.70%

ISAT Math Subtest Analysis

Grade Level	Number Sense	Measurement	Algebra	Geometry	Data Anal, Statistic, & Probability
3rd Grade	46.30%	53.60%	57.30%	49.50%	46.80%
4th Grade	50.50%	41.30%	67.80%	52.20%	55.90%
5th Grade	38.00%	33.30%	46.80%	55.10%	37.40%
6th Grade	49.10%	37.90%	39.20%	48.80%	44.80%
7th Grade	36.70%	36.20%	46.90%	54.50%	52.40%
8th Grade	48.90%	28.50%	49.10%	44.60%	41.40%
All Grades	45.20%	37.90%	50.20%	50.50%	45.90%

Students Meeting or Exceeding State Standards in Science

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
40.30%	42.40%	43.90%	40.30%

ISAT Science Trend Analysis

Grade Level	2006-2007	2007-2008	2008-2009
4th Grade	30.80%	34.00%	42.10%
7th Grade	50.00%	52.90%	38.50%
All Grades	42.40%	43.90%	40.30%

ISAT Science Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
4th Grade	41.20%	42.90%			42.10%				
7th Grade	23.50%	50.00%			38.50%				
All Grades	32.40%	46.50%			40.30%				7.70%

ISAT Science Subtest Analysis

Grade Level	Sci/Tech/Soc	Earth and Space	Physical Science	Life Science	Science Inquiry
4th Grade	40.50%	46.70%	37.50%	43.50%	50.00%
7th Grade	40.00%	37.50%	44.60%	51.30%	47.70%
All Grades	40.20%	41.90%	41.10%	47.40%	48.80%

Students Exceeding State Standards

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
3.20%	6.10%	4.20%	3.20%

Students Exceeding Standards by Subject

Subject	2006-2007	2007-2008	2008-2009
Reading	6.10%	5.40%	3.00%
Math	8.20%	4.40%	4.40%

Subjest	2006-2007	2007-2008	2008-2009
Science	0.00%	0.00%	0.00%

Students Promoted from 3rd Grade

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
81.60%	71.70%	88.90%	81.60%

Promotion Rate by Grade Level

Grade Level	Year1	Year2	Year3
3rd Grade	71.70%	88.90%	81.60%
6th Grade	93.50%	79.50%	81.00%
8th Grade	97.10%	95.10%	100.00%

Students Making Expected Gains

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
	45.80%		

IMAGE, IAA Scores

Other Elementary Data	2006-2007	2007-2008	2008-2009
IAA		88.20%	

Student Connection

Student Connection Strengths and Concerns

Strengths:
The attendance rate for this school year averages 93.15% for grades K - 8. We have quarterly awards assemblies honoring students for perfect attendance, good citizenship, honor roll and academic excellence as well as participation in academic olympics and extracurricular activities inclusive of special needs students. This year we had a teacher-sponsor for the student council, the school newspaper, after school science activities, an art club, before and after school ST Math for grades 3 - 5 and before school Algebra. Students have received certificates for the "Student of the Month" chosen by classroom teachers, mainly for good citizenship and improvement in academics and behavior. The Middle School Project for our 5th through 8th grade students is going quite

Concerns:
Our primary concern is the low attendance for primary students. This group also contributes greatly to the high mobility rate along with their siblings across grade levels. Twenty-seven percent of our middle school students do not feel emotionally safe because of the teasing and bullying by others. With the training we are receiving from PBIS, our school-wide PAWS program and the assistance of our ancillary staff we should improve social skills through conflict resolution and problem-solving techniques. Strategies will be addressed in collaborative meetings and will be monitored by the administrative team to address academic rigor and engaging lessons that motivate student learning.

well. The AVID Program, for 4th thru 8th grade students, teaches organizational skills. Suspensions reflect a downward trend; we are utilizing our ancillary staff (psychologist, social worker, case manager and nurse) as well as lead teachers to counsel students on an individual basis. The students have group sessions through PBIS (Positive Behavior Intervention and Supports). We have implemented PAWS (Be Prepared, Act Responsibly, Work Cooperative, Show Respect).
The student connection survey revealed 73% of our students feel safe at Carter, an increase of 3% from last year. Student support also increased from 88% to 95%.

Student Connection (Elementary School)

Student Connection

Student Connection	2008-2009 Score	Trends		
		2006-2007	2007-2008	2008-2009
Average Days Absent per Student	14.8	15.3	15.7	14.8
Students Reporting Participation in Extracurricular Activities	64.00%	76.00%	80.00%	64.00%
Students Reporting a Safe and Respectful School Climate	73.00%	70.00%	71.00%	73.00%
Students Reporting Academic Rigor	79.00%	79.00%	91.00%	79.00%
Students Reporting Supportive Teachers and Staff	95.00%	77.00%	88.00%	95.00%

Suspensions and Expulsions

Outcome	2006-2007	2007-2008	2008-2009
Suspensions	178	145	75
Expulsions	0	0	1

School Characteristics

Student Characteristics Strengths and Concerns

- Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

  The Cluster 4 Middle Grades Project has attributed significantly to student attendance with grades 5 through 8. The students are excited and motivated to come to school on a consistent basis. The concept of middle school has them focused and interested in receiving challenging learning activities. The implementation of CIF (Comprehensive Instruction Framework) has enhanced instruction and student learning.

- In what ways, if any, have these attributes and challenges contributed to student performance results?

Aligning the everyday math curriculum through CIF has enhanced teacher instruction along with on-line six week assessments allowing teachers to readily obtain student results to aid in planning and teaching.

Strengths:

To continue to increase student achievement, the following programs and activities were implemented:
Before school algebra tutoring
After school reading and math tutoring
ASAS for primary grades
Common planning periods
Professional development from reading coach and math coach
Before and after school ST Math (JiJi)
ST Math 3rd - 5th grade throughout the day
PBIS (Positive Behavior Interventions and Supports)
PAWS be Prepared, Act responsibly, Work cooperatively, Show respect) incentive program
8th grade MINT mentoring program
Academic Olympics
Extracurricular Activities

Concerns:

The need to have other curriculum area alignment with pacing charts to drive teaching and learning with planning time during the summer in preparation for the school year.

School Characteristics (Elementary School)

School Characteristic	2008-2009 Score	Trends		
		2006-2007	2007-2008	2008-2009
Number of National Board Certified Teachers	1		1	1
Average Days Absent per Teacher	7.6		7.5	7.6
School Cleanliness	B	B	B	B
Parents Reporting Satisfaction with the School	81.00%	40.00%	67.00%	81.00%

Enrollment Data

Spa Year	Overall	Nativeam	Asian	Black	Hispanic	White	Red Lunch	ELL	Special Ed
2007-2008	423.00%	0.00%	0.00%	99.80%	0.00%	0.00%	98.50%	0.00%	9.80%
2008-2009	456.00%	0.40%	0.00%	98.50%	0.20%	0.00%	98.20%	0.00%	8.80%
2009-2010	441.00%	0.00%	0.00%	100.00%	0.00%	0.00%	98.20%	0.20%	10.30%

Mobility Rate (from the State Report Card)

Mobility Rate	2006-2007	2007-2008	2008-2009
Overall Mobility Rate	41.40%	61.40%	50.60%

Detailed Mobility Patterns for 2005-06 (from the Consortium on Chicago School Research)

Pattern	Stability Rate	In Mobility Rate
School Year	82.00%	16.70%
Summer	82.60%	20.10%

Process Analysis

TIP Vastly improving schools demonstrate excellence in five process areas: Instruction, Instructional Leadership, Professional Capacity, Learning Climate, and Family & Community Involvement. Taken together, these five areas constitute the CPS whole-school improvement model known as the Five Fundamentals for School Success.

TIP Engage in discussions with faculty and community stakeholders to Five Fundamentals for School Success.

TIP The Consortium has prepared Individual School Reports that relate to the five Fundamentals. Go to here to learn more

Five Fundamentals: Instruction

TIP Use the section below to list the curricula your school is currently using in each content area. Entries are required for the core content areas: Reading, math, and science. This snapshot of district supported and other curricula will help you be reflective about your instructional practices.

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Other	Holt Literature (Interactive Readers)								X	X	X	X
Reading	Harcourt	SCRMA-StoryTown			X	X	X	X	X	X			
Writing	Writers' Workshop	Integration of Lucy Calkins' Units of Study	X										
Math	Everyday Math	Student materials, reference books, manipulatives and games kit		X	X	X	X	X	X	X			
Math	Math Thematics	Middle School Textbooks								X	X	X	X
Science	IES	Science units on earth systems								X	X		
Science	FOSS Kits	Science Systems			X	X	X	X	X	X			
Science	SEPUP	Science Kits										X	X
Science	SALI	Life Issues											X
Social Studies	Other	Current Events Publications	X										
Social Studies	Other	Prentice Hall Civics: Government & Economics in Action									X	X	X
Math	Carnegie	Algebra											X

Partner Name	Partner Description	# of Students
One Church, One School	Attendance Initiative	70
Coppin Church	Family Sponsorship	100
State Rep. Ken Dunkin	School and Community Support	450

TIP The Instruction self-assessment tool can help you identify next steps toward excellence for Instruction.

- Please identify any policies and practices that assist students who may be deficient in core academic subject areas (i.e., before/after school programs, common planning periods, targeted professional development, restructured school day).

  All members of the school community internalize the school's mission and vision. Students participate in meaningful and challenging tasks to ensure mastery, and are held accountable for their learning. Teachers have common planning time to analyze data, discuss and model successful strategies. School instructional leaders and teachers to use data to identify school-wide programmatic and professional development needs and achievement trends and adjust school plans.

- Please identify any instructional practices or strategies that you are utilizing to close the achievement gap between student with and without disabilities (i.e. differentiating instruction to meet the needs of students with disabilities, collaborative teaching models, implementation of academic interventions, etc...).

The following instructional practices and strategies are being utilized to increase student achievement:
ST MIND Institute
CIF - Curriculum Instructional Framework
PBIS - Positive Behavior Interventions and Supports
RtI - Response to Intervention
LRE - Least Restrictive Environment
Progress Monitoring
TRC - Text Reading Comprehension
Literacy Block - 90 minutes of Interactive reading, read alouds, whole group, guided reading, intervention and literacy stations
Educational experiences outside of the school building

TIP Record your findings from the self-assessment, surveys, and/or small group discussions below..

- Next Steps for Instruction:

  Reading First has afforded our primary department with adequate books, reading materials and manipulatives for all students as well as providing a reading specialist and interventionist to support teachers and students in increasing student achievement through DIBELS assessment and progress monitoring. Middle School through the Cluster 4 Middle Grades Project (C4MGP) for 6th through 8th grades (including some fifth grade students). Teachers have completed endorsements and certification in the areas of science and math. One teacher is now certified to teach Algebra I with the opportunity for students to receive high school credit for algebra and receive high quality instruction in the other content areas. General education and special education students have schedules for the content area subjects, pluse electives. There will be increased involvement in the AVID program and character development through the advisory period. All students are involved in cooperative learning; however teachers now need to effectively utilize the assessment data for differentiating instruction, modifying lessons in the classroom and for homework assignments. Teachers are involved in and need to rigorously continue collaborating across grades and content areas to increase engagement and active learning thereby strengthening instruction and student achievement. The reading and math specialists help teachers from pre-kindergarten through 8th grade to align their instruction to the standards relative to test data. Involvement of grades 3 through 8 with CIF in math and science curriculum. The principal, school staff and LSC conduct planning to assure that, to the maximum extent appropriate, students with disabilities are provided opportunities for integration with nondisabled peers.

Five Fundamentals: Instructional Leadership

TIP The Instructional Leadership self-assessment tool can help you identify next steps toward excellence for Instruction Leadership.
TIP Record your findings from the self-assessment, surveys, and/or small group discussions below.

Next Steps for Instructional Leadership:

The principal leads the instructional leadership team in monthly meetings to ensure that high expectations are the continued focal point of instruction. All team members are informed of best practices and research as they participate in various workshops and conferences throughout the month; ie, the CMSI meetings, Literacy workshops, Middle School Projects meetings, IMPACT workshops, Reading First Conferences, AVID training, CIF and data assessment. All teachers (PreK thru 8) are involved in CMSI workshops as well as professional development inservices in school led by members of the leadership team. Teachers also have an opportunity to share (during these meetings) up-dated information they have acquired from out of school meetings and an opportunity to demonstrate successful lessons and/or projects they have presented in their classrooms to their colleagues. Staff committees are established and chaired by teachers for area-wide competitions, textbook/material selection, career day, etc. to maintain collaboration.

Five Fundamentals: Professional Capacity

TIP The Professional Capacity self-assessment tool can help you identify next steps toward excellence for Professional Capacity.

- What factors within your school's Professional Capacity self-assessment tool and School Characteristics data found in the Outcome Analysis-School Characteristics tab contributed to student performance results?

  All staff participate in school-wide professional development that is aligned to the school's priorities identified in the school improvement plan. The schedule includes grade-level and content-specific cross-grade planning time, which teachers use to problem-solve about improving instructional practices.

TIP Please note that you can edit the information within the teacher mentoring question below.

- Describe your teacher mentoring program

  Alternative Certification Program: The Alternative Certification Program is designed to recruit, educate, develop, and support effective, professional teachers for the Chicago Public Schools. The program is intended to attract college graduates, many of who have had successful careers in other professional fields, into teaching in the urban center of Chicago. The CNTC (Chicago New Teacher Center) staff and liaisons support first-year teachers and second-year teachers. The CPS Student-Teaching Initiative is designed to attract pre-service teachers by offering support through the final phases of the traditional teacher certification process. Under the guidance of an experienced cooperating teacher, student teachers improve their instructional strategies, assessment practices, and classroom management skills, thereby engaging students and fostering a life-long learning philosophy. A newsletter, professional development events, and a useful Web site for student teachers are some services of this innovative program.

- Describe how the school will develop the capacity of both general and special education teachers to implement inclusive practices (i.e. common planning time, joint professional development etc...)

  General and special education teachers meet at least twice a week during grade level collaborative meeting time and cluster meetings (PreK - 5) and Middle School School content area meetings.

TIP Record your findings from the self-assessment, surveys, and/or small group discussions below.

- Next Steps for Professional Capacity:

  All grades have common planning times every week to collaborate, demonstrate successful lessons, and/or receive tips on implementing best practices in their classrooms from the reading specialists and math specialist. They also have received intensive training in LRE through outside consultants and the case manager. The Middle School teachers meet several days throughout the week with their grade level teams and also across content areas. Several teachers have continued their education by obtaining
  endorsements and/or certification in language arts, science and math. One teacher has successfully pursued a counseling certificate, four individuals have completed a masters degree and Type 75 program, one has enrolled in the National Board Certification Program and one is near completion of this program.

Five Fundamentals: Learning Climate

TIP The Learning Climate self-assessment tool can help you identify next steps toward excellence for Learning Climate.
TIP Record your findings from the self-assessment, surveys, and/or small group discussions below.

- Describe how the school plans to foster an inclusive learning climate (physical and social integration of students with and without disabilities).

  Carter School has established a school wide expectations incentive program through PBIS called Cougar PAWS implemented this spring. For the new school year, school wide expectations are to develop teaching plans for the beginning of the year to establish an on-going system for rewarding behavior expectations. The plan is to foster a learning climate to improve student connection in meeting the attendance target and increase a safe school environment to promote education.

- Next Steps for Learning Climate:

  Through collaborative meetings, the Carter School Family realizes there is a need to develop students' social skills. This will enable them to interact socially with peers and society. As we are addressing many families with the need for students to improve their attendance, our partnership organizations have begun to also address student and peer interactions through small group and individual counseling and mentoring sessions. Our partners also supply students with necessary supplies for school, hats, gloves and scarfs for the winter months, food baskets for the families during the holiday seasons as well as student incentives for good citizenship, perfect attendance and honor roll. Through the AVID program, the staff is exposing students to the concepts of college and how to achieve your dreams by long-range planning. Staff members have begun to develop before and after-school programs such as dance, school newspaper, school store, student council and tutoring to address the interests of our student population. Staff, family and community are looking to create, cultivate and maintain an atmosphere that will eliminate a fear of failure, ridicule, low self-confidence, and low self-esteem in our students. Part-time police security has aided in the effectiveness of students feeling safe once they come
  to school, therefore we wish to continue this endeavor and extend it through partnerships to address students social-emotional issues such as name calling and bullying behaviors.

Five Fundamentals: Family & Involvement

TIP Great schools build and maintain strong relationships with families and the community. Use the section below to list the groups that currently partner with your school.
TIP This snapshot highlights partnerships the school can use to continue to improve.

TIP The Family & Community Involvement self-assessment tool can help you identify next steps toward excellence for Family & Community Involvement.
TIP Use the section below to list the groups or individuals that currently partner with your school. Think about how you can build upon these partnerships to encourage school improvement.

- What factors within your school's Family and Community Involvement self-assessment tool contributed to student performance results?

  Through NCLB and LSC monthly meetings we are building and maintaining strong relationships with families and community. The leadership team offer training in the content areas to familiarize parents with the curriculum. Outside agencies also present workshops in areas of interest for the family and community during these meetings.

- Please describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in language the parents can understand.

  Parents receive monthly newsletters informing them of all school activities and information regarding Carter School's academic status. They also receive the Parent reports for benchmark and ISAT results for students in 3-8 grade, DIBELS results for K-3 and EXPLORE results for 8th graders.

Next Steps for Family & Community Involvement:

Parents and community have an opportunity to come to monthly LSC and NCLB meetings where information is provided regarding the school's core curriculum and extra curricular activities, as well as give input in the decision-making process for the school. They are invited to attend Reading First Night, Family Read & Math Night, and Awards Assemblies. There is also an annual 8th Grade Parent Meeting to inform parents of graduation procedures. Students are encouraged to participate in after school activities, i.e., basketball, cheerleading, academic competitions, student council, student newspaper, dance class. We hold yearly activities for the community such as Heritage Day, Career Day, College Day, etc. so students and parents can develop awareness of these events and build self-esteem.

Priorities / Categories

TIP Use the findings from the outcome and process analysis to identify areas of focus within your school. For each area of focus, choose a Category within the Category Type drop down of choices; enter a brief description of the Category in the Category Description field. Establish an Indicator of Success/Key Performance Indicator for each Category, and enter how the Category will be monitored in the Monitoring Process field.

TIP If your school did not meet AYP, include within the Category Description how you will focus on areas of deficiency as it relates to your AYP results.

TIP If you are choosing "Special Education" as a priority area, refer to your OSS Snapshot Scorecard and detailed reports to inform your Category Description and identify potential Indicators of Success/Key Performance Indicators.

Category #	Category Type	Category Description	Indicators of Success/Key	Monitoring Process	Priority

			Performance Indicators		
1	Literacy	Meet student achievement target in reading	Increase student achievement to meet/exceed state reading standards by 10%.	Through the Balanced Literacy program, we will provide professional development and support to all teachers. The Instructional Leadership Team will also monitor instruction and assist with using data to drive instruction and differentiate lessons.	
2	Mathematics	Meet student achievement target in math.	Increase student achievement to meet/exceed state math standards by 10%.	CMSI and the ILT will provide professional development & support for the continuation of CIF for grades 3-5 and introduce CIF for 6-8 grades; The ILT will analyze data and update data walls periodically; and, assist with utilizing data to ensure success for every student by differentiating our instruction.	
3	Science	Meet student achievement target in science and improve usage of technology in the classroom.	Increase overall science scores by 10%.	The science program is standards based and aligned with our state goals and standardized test. CIF will be introduced to grades 4 & 7. CMSI will provide on-going professional development. The ILT will monitor & analyze data. Assessments are used to drive instruction for all students.	

			Performance Indicators		
4	Learning Climate / Safety	Improve student connection to the school particularly in meeting attendance targets and increase a safe school learning environment and other activities that promote learning opportunities.	Increase attendance rate to 92% and decrease suspensions by 25%.	We recognize our students for their successes monthly and quarterly to encourage them to continue to work hard and come to school everyday. Leadership team will monitor lessons to assure they are rigorous and stimulating to foster a want for learning. The guidance program will use character education to build positive student social and emotional skills. School-wide expectations through PBIS - Cougar PAWS incentives.	
5	Technology	Assure all students have access to computers for reading, science and math assessments and interventions.	Increase number of computers in classrooms; maintain 60 computers in labs.	The technology coordinator/business manager to maintain computer upkeep and monitor desktops and laptops for classroom usage and CIF, Scrantron and other classroom assessments.	
6	Family/Community Involve.	Build/maintain strong relationships with families and community	Increase communication between school and families about expectations and student progress by 5%.	Monitor and record monthly workshops and communication between school staff and families.	

Activities

TIP Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.

TIP Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.

TIP online Student Connection Toolkit for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).

TIP Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.

TIP Please indicate whether the activity takes place before, during or after the school within the Activity Description

TIP To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.

TIP If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PURCHASE POSTAGE - DURING SCHOOL			X	BUSINESS MANAGER	$300.00	$300.00	INCOMPLETE		22611.225.53510.211210.000703.2011_$ 0.00
N	Purchase School Business Manager to manage school finances and to provide support for other instructional related programs and activities - During School		X		PRINCIPAL			INCOMPLETE		
N	Substitute cost for in-school grade level Professional Development- During School		X		ASST PRINCIPAL			INCOMPLETE		
N	PURCHASE			X	BUSINESS	$2,000.00	$4,000.00	INCOMPLETE		22611.225.53405.119010.000703.2011_$

Other - related activities										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	MIDDLE SCHOOL SUPPLIES - DURING SCHOOL				MANAGER					0.00 + 22611.225.53405.119010.000703.2011_$ 0.00
N	Continue to develop schedules for middle school students with AVID advisory and core content schedules. - During School			X	MIDDLE SCHOOL COORDINATOR			INCOMPLETE		
N	Continue to prepare 8th to 9th Grade Transition by ensuring our students are academically prepared for graduation and selection of high schools. - During School			X	COUNSELOR			INCOMPLETE		
N	PURCHASE OFFICE SUPPLIES - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	ARRA and Title II Funds: Please see approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		PRINCIPAL			INCOMPLETE		
N	PURCHASE SUPPLEMENTAL SOCIAL STUDIES			X	BUSINESS MANAGER	$2,000.00	$2,000.00	INCOMPLETE		22611.225.53305.119010.000703.2011_$ 0.00

Other - related activities

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	BOOKS - DURING SCHOOL									
N	PURCHASE SCREENING MATERIALS FOR PRESCHOOL FOR ALL PROGRAM - During School			X	BUSINESS MANAGER			INCOMPLETE		
N	PAY FOR CONFERENCES FOR PRESCHOOL FOR ALL PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER	$100.00	$100.00	INCOMPLETE		22611.225.54505.119027.000703.2011_$0.00
N	PAY FOR PARENT MEETING SUPPLIES FOR PRESCHOOL FOR ALL PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER	$125.00	$125.00	INCOMPLETE		22611.225.53405.119027.000703.2011_$0.00
N	PAY FOR NUTRITION FOR PRESCHOOL FOR ALL PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER	$200.00	$200.00	INCOMPLETE		22611.225.53205.119027.000703.2011_$0.00
N	PAY FOR PUPIL ADMISSIONS FOR PRESCHOOL FOR ALL PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER	$400.00	$400.00	INCOMPLETE		22611.225.54505.119027.000703.2011_$0.00

Other - related activities

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PURCHASE BUSES FOR FIELD TRIPS FOR PRESCHOOL FOR ALL PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER	$600.00	$600.00	INCOMPLETE		22611.225.54210.119027.000703.2011_$0.00
N	PURCHASE INSTRUCTIONAL MATERIALS FOR PRESCHOOL FOR ALL PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER	$700.00	$700.00	INCOMPLETE		22611.225.53305.119027.000703.2011_$0.00
N	PAY FOR PREMIUM BUSINESS SERVICES- DURING SCHOOL			X	PRINCIPAL	$13,500.00	$0.00	INCOMPLETE		22611.225.54105.241017.000703.2011_$0.00
N	STUDENT TRANSPORTATION FOR EXTRACURRICULAR SPORTS ACTIVITIES - AFTERSCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	Provide substitute classroom coverage for teacher to attend Professional/Curriculum Development in-services and workshops - during school		X		Principal			INCOMPLETE		
N	School Bus Aide Position		X		Case Manager			INCOMPLETE		

Other - related activities

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	School office service activities			X	Principal			INPROGRESS		
N	Facilities/Operations overtime during summer school			X	Principal			INPROGRESS		
N	PURCHASE MIDDLE GRADE LANGUAGE ARTS, MATH, SCIENCE AND SOCIAL SCIENCE TEACHER		X		PRINCIPAL	$111,489.00	$0.00	INCOMPLETE		
N	PURCHASE 1/2 MUSIC QUOTA TEACHER		X		PRINCIPAL	$38,602.00	$0.00	INCOMPLETE		
N	PAY FOR TRAVEL TO MIDDLE SCHOOL CONFERENCE - AFTER SCHOOL			X	PRINCIPAL			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	laptop replacement			X				INCOMPLETE		22611.124.55005.266402.012119.2011_$0.00
N	Unattached to SIPAAA(positions)		X		OMB Budget Analyst			INCOMPLETE		22611.225.52800.119020.000703.2011_$0.00
N	Data Inquiry Buckets		X		Principal			INPROGRESS		
N	Purchase school clerk		X		Principal			INCOMPLETE		
N	Purchase School		X		Principal			INCOMPLETE		

Other - related activities

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	clerk									

6 - Family/Community Involve.

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	ENCOURAGE PARENT INVOLVEMENT - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	REGISTRATION FOR PARENTS TO ATTEND THE NCLB ANNUAL CONFERENCE - AFTER SCHOOL			X	BUSINESS MANAGER	$1,000.00	$1,000.00	INCOMPLETE		22611.332.54505.390030.430115.2011_$0.00
N	PROVIDE REFRESHMENTS FOR PARENT MEETINGS - DURING SCHOOL			X	BUSINESS MANAGER	$776.00	$776.00	INCOMPLETE		22611.332.53205.390030.430115.2011_$0.00
N	PROVIDE SUPPLIES AND MATERIALS FOR PARENT MEETINGS, EVENTS AND TRAINING SESSIONS - AFTER SCHOOL			X	BUSINESS MANAGER	$1,000.00	$1,000.00	INCOMPLETE		22611.332.53405.390030.430115.2011_$0.00
N	PROVIDE PROGRAMS TO			X	BUSINESS MANAGER	$331.00	$331.00	INCOMPLETE		22611.332.54125.390030.430115.2011_$0.00

6 - Family/Community Involve.

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	MOTIVATE STUDENTS THROUGH PARENT COMMUNITY INVOLVEMENT - AFTER SCHOOL									
N	PURCHASE QUOTA COUNSELOR		X		PRINCIPAL	$106,482.00	$0.00	INCOMPLETE		
N	PURCHASE QUOTA CLERK		X		PRINCIPAL	$76,254.00	$0.00	INCOMPLETE		

5 - Technology

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PURCHASE CLASSROOM COMPUTERS - DURING SCHOOL			X	TECHNOLOGY COORDINATOR	$16,695.08	$16,695.08	INCOMPLETE		22611.225.55005.119045.000703.2011_$0.00
N	REPAIR AND MAINTENANCE FOR COPIER MACHINES - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	Contractual services for repair and maintenance of computers through Tech XL - During School			X	BUSINESS MANAGER			INCOMPLETE		
N	Fund Tech XL Network Support			X	BUSINESS MANAGER			INCOMPLETE		

5 - Technology

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Fee using SGSA funds - During School									

1 - Literacy

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PURCHASE SUBS FOR RESPONSE TO INTERVENTION		X		PRINCIPAL			INCOMPLETE		
N	PURCHASE SGSA READING SUPPLIES - DURING SCHOOL			X	BUSINESS MANAGER	$2,000.00	$2,000.00	INCOMPLETE		22611.225.53405.119015.000703.2011_$ 0.00
N	STUDENT TRANSPORTATION FOR FIELD TRIPS RELATED TO CURRICULUM - SGSA - DURING SCHOOL			X	BUSINESS MANAGER	$2,000.00	$3,400.00	INCOMPLETE		22611.225.54210.119015.000703.2011_$ 0.00 + 22611.225.54210.119015.000703.2011_$ 0.00
N	STUDENT ADMISSIONS FOR FIELD TRIPS RELATED TO CURRICULUM - DURING SCHOOL			X	BUSINESS MANAGER	$1,000.00	$2,500.00	INCOMPLETE		22611.225.54505.119015.000703.2011_$ 0.00 + 22611.225.54505.119015.000703.2011_$ 0.00
N	PURCHASE SUPPLIES FOR AVID READING PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		

1 - Literacy

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PURCHASE SUPPLIES FOR FAMILY READING NIGHT - DURING SCHOOL			X	BUSINESS MANAGER	$500.00	$500.00	INCOMPLETE		22611.225.53405.119015.000703.2011_$0.00
N	SUBSTITUTE COVERAGE FOR PEER OBSERVATION AND SCHOOL VISITS - DURING SCHOOL		X		BUSINESS MANAGER			INCOMPLETE		
N	SUBSTITUTE COVERAGE FOR AVID TRAINING - DURING SCHOOL		X		BUSINESS MANAGER			INCOMPLETE		
N	SUBSTITUTE COVERAGE FOR GUIDANCE - DURING SCHOOL		X		BUSINESS MANAGER			INCOMPLETE		
N	PROVIDE EXTENDED DAY FOR TEACHERS TO PROVIDE READING INSTRUCTION DURING AFTERSCHOOL AND SATURDAYS		X		ASST PRINCIPAL			INCOMPLETE		
N	Continue to supply assisted technology materials to support students in LRE - During School			X	BUSINESS MANAGER			INCOMPLETE		
N	Purchase		X		BUSINESS			INCOMPLETE		

1 - Literacy

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Paraprofessional to support instruction in the classroom and school-wide learning climate - Before School				MANAGER					
N	Travel to Middle School Conference - After School			X	LEAD TEACHER			INCOMPLETE		
N	Registration for Middle School Conference - After School			X	LEAD TEACHER	$1,000.00	$1,000.00	INCOMPLETE		22611.225.54505.221234.000703.2011_$0.00
N	Purchase AVID Teacher Stipend for Saturday Training - After School		X		PRINCIPAL			INCOMPLETE		
N	Pay AVID Membership fee - During School			X	PRINCIPAL			INCOMPLETE		
N	Purchase professional books for staff resource library. - After School			X	ASST PRINCIPAL	$500.00	$500.00	INCOMPLETE		22611.225.53305.221234.000703.2011_$0.00
N	Continue to provide common planning time for grade levels to align reading curriculum and design rigorous learning activities for differentiated instruction for all students. - During School		X		LEAD TEACHERS			INCOMPLETE		
N	Purchase Reduced Class Size K-3 Teacher - During		X		PRINCIPAL			INCOMPLETE		

1 - Literacy

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	school									
N	PURCHASE NCLB READING SUPPLIES - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	PURCHASE NCLB SUPPLEMENTAL READING BOOKS-DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	PURCHASE SUPPLEMENTAL SGSA READING BOOKS SGSA - DURING SCHOOL			X	BUSINESS MANAGER	$7,000.00	$7,000.00	INCOMPLETE		22611.225.53305.119015.000703.2011_$0.00
N	SCRMA Summer Teacher Extended Day		X		BUSINESS MANAGER			INCOMPLETE		
N	PURCHASE ASSESSMENTS BOOKS TO PREPARE STUDENTS FOR TESTING - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	PAY FOR TEACHERS TO INSTRUCT SUMMER SCHOOL CLASSES - DURING SCHOOL		X		BUSINESS MANAGER			INCOMPLETE		
N	PAY FOR REGISTRATION FOR READING CONFERENCE -			X	BUSINESS MANAGER	$1,000.00	$1,000.00	INCOMPLETE		22611.225.54505.221234.000703.2011_$0.00

1 - Literacy

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	AFTER SCHOOL									
N	PAY FOR TRAVEL TO READING CONFERENCE - AFTER SCHOOL - AFTER SCHOOL			X	LEAD TEACHERS			INCOMPLETE		
N	PROVIDE PROFESSIONAL DEVELOPMENT EXTENDED DAY FOR TEACHERS - AFTER SCHOOL		X		ASSISTANT PRINCIPAL			INCOMPLETE		22611.225.51130.221234.000703.2011_$0.00
N	PURCHASE PRIMARY GR 1-3 QUOTA TEACHER		X		PRINCIPAL	$189,658.00	$0.00	INCOMPLETE		
N	REGISTRATION FOR RESPONSE TO INTERVENTION WORKSHOP FOR TEACHER PROFESSIONAL DEVELOPMENT			X	PRINCIPAL			INCOMPLETE		
N	PURCHASE 1/2 KINDERGARTEN QUOTA TEACHER		X		PRINCIPAL	$101,195.00	$0.00	INCOMPLETE		
N	PURCHASE 1/2 KINDERGARTEN SGSA TEACHER		X		PRINCIPAL			INCOMPLETE		
N	PURCHASE GR 1-5 QUOTA TEACHER		X		PRINCIPAL	$342,329.00	$0.00	INCOMPLETE		

1 - Literacy										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PURCHASE MIDDLE GRADE LANGUAGE ARTS, MATH, SCIENCE AND SOCIAL SCIENCE TEACHER		X		PRINCIPAL	$110,644.00	$0.00	INCOMPLETE		
N	PURCHASE K-8 LITERACY INTERVENTION IST		X		PRINCIPAL	$95,888.00	$0.00	INCOMPLETE		
N	PURCHASE SPECIAL ED PRIMARY-INTERMEDIATE TEACHER		X		PRINCIPAL			INCOMPLETE		
N	PURCHASE SPECIAL ED MIDDLE GRADE TEACHER		X		PRINCIPAL	$106,482.00	$0.00	INCOMPLETE		
N	PURCHASE SPECIAL ED LEARNING DISABILITY RESOURCE TEACHER		X		PRINCIPAL	$113,569.00	$0.00	INCOMPLETE		
N	PURCHASE SCHOOL LIBRARIAN QUOTA TEACHER		X		PRINCIPAL	$116,882.00	$0.00	INCOMPLETE		
N	PURCHASE SPECIAL ED QUOTA TEACHERS AIDE		X		PRINCIPAL	$143,433.00	$0.00	INCOMPLETE		
N	PURCHASE QUOTA INT-UPPER TEACHER/ASST PRINCIPAL		X		PRINCIPAL	$153,159.00	$0.00	INCOMPLETE		
N	PURCHASE QUOTA PRINCIPAL		X		PRINCIPAL	$185,091.00	$0.00	INCOMPLETE		

1 - Literacy

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase K-8 Literacy Coach.		X		Principal			INCOMPLETE		

2 - Mathematics

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PURCHASE MIND INSTITUTE LICENSE - DURING SCHOOL			X	BUSINESS MANAGER	$3,500.00	$3,500.00	INCOMPLETE		22611.225.54505.119016.000703.2011_$0.00
N	PROVIDE EXTENDED DAY FOR TEACHERS TO GIVE JIJI MATH INSTRUCTION - BEFORE/AFTER SCHOOL		X		LEAD TEACHER			INCOMPLETE		
N	PURCHASE ALGEBRA SITE LICENSE			X	LEAD TEACHER	$2,000.00	$1,288.56	INCOMPLETE		22611.225.54505.119016.000703.2011_$0.00
N	PURCHASE SGSA MATH SUPPLIES			X	LEAD TEACHER			INCOMPLETE		
N	PROVIDE TEACHER EXTENDED DAY FOR ALGEBRA INSTRUCITON - BEFORE/AFTER SCHOOL		X		PRINCIPAL			INCOMPLETE		
N	PURCHASE NCLB			X	BUSINESS MANAGER	$885.00	$885.00	INCOMPLETE		22611.332.53305.119016.430106.2011_$0.00

2 - Mathematics

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	SUPPLEMENTAL MATH BOOKS - DURING SCHOOL									
N	PURCHASE SGSA SUPPLEMENTAL MATH BOOKS - DURING SCHOOL			X	BUSINESS MANAGER	$9,500.00	$17,351.00	INCOMPLETE		22611.225.53305.119016.000703.2011_$0.00 + 22611.225.53305.119016.000703.2011_$0.00
N	PROVIDE SUBSTITUTE COVERAGE FOR MATH PROFESSIONAL DEVELOPMENT - DURING SCHOOL		X		LEAD TEACHER			INCOMPLETE		
N	SUPPLIES FOR FAMILY MATH NIGHT - AFTER SCHOOL			X	BUSINESS MANAGER	$503.00	$503.00	INCOMPLETE		22611.225.53405.119016.000703.2011_$0.00
N	TEACHER EXTENDED DAY FOR MATH INSERVICES - AFTERSCHOOL		X		LEAD TEACHER			INCOMPLETE		
N	PAY FOR TRAVEL TO MATH CONFERENCE - AFTERSCHOOL			X	LEAD TEACHER			INCOMPLETE		
N	PAY FOR MATH CONFERENCE REGISTRATION - AFTER SCHOOL			X	BUSINESS MANAGER	$1,000.00	$1,000.00	INCOMPLETE		22611.225.54505.221234.000703.2011_$0.00
N	PROVIDE EXTENDED DAY FOR TEACHERS TO INSTRUCT MATH IN THE ASC		X		LEAD TEACHER			INCOMPLETE		

2 - Mathematics

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	AFTERSCHOOL PROGRAM									
N	PROVIDE SUBSTITUTES FOR K-5 CMSI PROFESSIONAL DEVELOPMENT - DURING SCHOOL		X		LEAD TEACHER			INCOMPLETE		
N	Purchase Lead Mathematics Teacher - During School		X		PRINCIPAL			INCOMPLETE		
N	PURCHASE MIDDLE GRADE LANGUAGE ARTS, MATH, SCIENCE AND SOCIAL SCIENCE TEACHER		X		PRINCIPAL	$85,536.00	$0.00	INCOMPLETE		

3 - Science

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase Reduced Class Size 4-8 Teacher - During School		X		PRINCIPAL			INCOMPLETE		
N	Encourage science fair participation through before school and/or after school preps for all		X		LEAD TEACHER			INCOMPLETE		

3 - Science

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	students. - Before and After School									
N	PURCHASE SGSA SCIENCE SUPPLIES - DURING SCHOOL			X	BUSINESS MANAGER	$2,000.00	$4,000.00	INCOMPLETE		22611.225.53405.119017.000703.2011_$0.00 + 22611.225.53405.119017.000703.2011_$0.00
N	PURCHASE NCLB SCIENCE SUPPLIES - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	TO PAY FOR ADMISSION TO SCIENCE FIELD TRIPS - DURING SCHOOL			X	BUSINESS MANAGER	$1,000.00	$1,211.44	INCOMPLETE		22611.225.54505.119017.000703.2011_$0.00 + 22611.225.54505.119017.000703.2011_$0.00
N	PAY FOR REGISTRATION FOR SCIENCE CONFERENCE - AFTER SCHOOL			X	BUSINESS MANAGER	$500.00	$500.00	INCOMPLETE		22611.225.54505.221237.000703.2011_$0.00
N	PAY FOR TRAVEL TO SCIENCE CONFERENCE - AFTER SCHOOL			X	LEAD TEACHER			INCOMPLETE		
N	SUBSTITUTE COVERAGE FOR SCIENCE INSERVICES/WORKSHOPS - DURING SCHOOL		X		LEAD TEACHER			INCOMPLETE		
N	EXTENDED DAY FOR SCIENCE WORKSHOPS AND TRAINING - AFTER		X		LEAD TEACHER			INCOMPLETE		

3 - Science

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	SCHOOL									
N	PURCHASE SGSA SUPPLEMENTAL INSTRUCTIONAL MATERIALS TO SUPPORT SCIENCE INSTRUCTION - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		22611.225.53305.119017.000703.2011_$0.00
N	PURCHASE NCLB SUPPLEMENTAL INSTRUCTIONAL MATERIALS TO SUPPORT SCIENCE INSTRUCTION - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	PURCHASE MIDDLE GRADE LANGUAGE ARTS, MATH, SCIENCE AND SOCIAL SCIENCE TEACHER		X		PRINCIPAL	$105,234.00	$0.00	INCOMPLETE		

4 - Learning Climate / Safety

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PAY FOR SUPPLIES TO			X	BUSINESS MANAGER	$5,000.00	$5,000.00	INCOMPLETE		22611.225.53405.111069.000703.2011_$0.00

4 - Learning Climate / Safety										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	ADDRESS THE NEEDS OF HOMELESS STUDENTS - DURING SCHOOL									
N	PURCHASE POLICE SECURITY - DURING SCHOOL		X		BUSINESS MANAGER			INCOMPLETE		
N	PROVIDE STUDENT INCENTIVE PRIZES, AWARDS AND GIFT CERTIFICATES FOR PBIS - DURING SCHOOL			X	BUSINESS MANAGER	$2,500.00	$2,500.00	INCOMPLETE		22611.225.53405.119045.000703.2011_$0.00 + 22611.225.53405.211210.000703.2011_$0.00
N	PLANNING DURING THE SUMMER FOR TEACHERS TO DEVELOP LONG RANGE PLANS - BEFORE SCHOOL		X		PRINCIPAL			INCOMPLETE		
N	PARTICIPATION IN PLANNING TIME FOR CAREER SERVICE PERSONNEL DURING THE SUMMER - BEFORE SCHOOL		X		PRINCIPAL			INCOMPLETE		
N	PROVIDE SECURITY COVERAGE FOR AFTERSCHOOL		X		BUSINESS MANAGER			INCOMPLETE		

4 - Learning Climate / Safety

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	PROGRAMS - AFTERSCHOOL									
N	PROVIDE EXTENDED DAY FOR INSTRUCTIONAL LEADERSHIP TEAM		X		PRINCIPAL			INCOMPLETE		
N	PROVIDE STUDENT INCENTIVE FOOD FOR PBIS - DURING SCHOOL			X	PRINCIPAL	$500.00	$500.00	INCOMPLETE		22611.225.53205.111048.000703.2011_$0.00
N	EXTENDED DAY FOR INSTRUCTIONAL LEADER TO COMPLETE DATA		X		PRINCIPAL			INCOMPLETE		
N	Purchase School Assistant position to support school office and other instructional related programs & activities.		X		Principal			INCOMPLETE		
N	PURCHASE QUOTA ENGINEER		X		PRINCIPAL	$104,733.00	$0.00	INCOMPLETE		
N	PURCHASE QUOTA CUSTODIAN		X		PRINCIPAL	$102,827.00	$0.00	INCOMPLETE		
N	Provide admissions costs for students to attend incentive field trips that support and reward good attendance			X	Principal			INCOMPLETE		22611.225.54505.211210.000703.2011_$0.00

4 - Learning Climate / Safety

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	behaviors									
N	SES Security bucket to support afterschool learnig.		X		Principal			INCOMPLETE		

CO Default - CO Default

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Activities related to the Office of Academic Enhancement			X	Principal			INPROGRESS		
N	FY11 carryover of various grant funds			X	Principal			INPROGRESS		
N	Activities related to Education to Careers (ETC)			X	Principal			INPROGRESS		
N	guidance counselor position		X		Principal			INPROGRESS		
N	Principal travel reimbursement			X	Principal			INPROGRESS		
N	(Default) Continue to fund existing SGSA and NCLB positions. - During School		X		PRINCIPAL			INCOMPLETE		
N	Full-day kindergarten position(s)		X		OMB Budget Analyst			INCOMPLETE		

CO Default - CO Default

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	funded out of 115/000219									
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	Principal	$464,340.00	$464,340.00	INPROGRESS		22611.225.57940.119020.000703.2011_$0.00 + 22611.332.57940.119031.430083.2011_$0.00 + 22611.332.57940.390030.430092.2011_$0.00
N	Repairs to Educational Equipment-Elementary			X	Principal	$5,702.00	$10,699.98	INPROGRESS		22611.115.55005.119035.000000.2011_$0.00 + 22611.115.56105.119035.000000.2011_$0.00 + 22611.115.56105.119035.000000.2011_$0.00
N	Textbooks for Elementary			X	Principal	$20,069.00	$15,069.00	INPROGRESS		22611.115.53305.119035.000000.2011_$0.00
N	Educational Equipment-Elementary			X	Principal			INPROGRESS		22611.353.55005.221067.494036.2011_$0.00
N	Citywide Tests-School Allocation			X	Principal	$3,449.00	$3,449.00	INPROGRESS		22611.115.53305.223012.000000.2011_$0.00
N	115 Supplies-Elementary			X	Principal	$3,308.00	$3,308.00	INPROGRESS		22611.115.53405.119035.000000.2011_$0.00
N	115-Furniture -Elementary			X	Principal	$2,426.00	$2,278.67	INPROGRESS		22611.115.55005.254403.000000.2011_$0.00
N	Tech XL Leasing funded by SGSA			X	Principal	$805.69	$805.69	INPROGRESS		22611.225.54105.266411.000703.2011_$0.00
N	Tech XL Network support funded by SGSA			X	Principal	$2,280.00	$2,280.00	INPROGRESS		22611.225.54105.266408.000703.2011_$0.00
N	Tech XL Leasing			X	Principal	$805.69	$805.69	INPROGRESS		22611.332.54105.266411.430083.2011_$

CO Default - CO Default

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	funded by NCLB									0.00
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		22611.331.55005.221067.430101.2011_$ 0.00
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		22611.331.53405.390030.430103.2011_$ 0.00 + 22611.331.55005.390030.430103.2011_$ 0.00
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		22611.332.53405.390030.430092.2011_$ 0.00 + 22611.332.54505.390030.430092.2011_$ 0.00 +

CO Default - CO Default

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										22611.332.54205.390030.430092.2011_$ 0.00 + 22611.332.57940.390030.430115.2011_$ 0.00 + 22611.332.53205.390030.430092.2011_$ 0.00
N	Security and Safety position(s)		X		OMB Budget Analyst	$43,497.00	$0.00	INCOMPLETE		
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	$87,087.00	$0.00	INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst	$255,142.00	$0.00	INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm		X		OMB Budget Analyst			INCOMPLETE		

CO Default - CO Default

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	activities based on plan submitted.									
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unattached to SIPAAA(positions)			X	Principal			INPROGRESS		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		22611.332.54520.290012.430114.2011_$0.00 + 22611.124.57940.266209.000348.2011_$0.00 + 22611.332.53405.125007.430116.2011_$0.00
N	Unattached to			X	OMB Budget	$3,775.00	$6,175.00	INCOMPLETE		22611.332.53405.119029.430106.2011_$

CO Default - CO Default

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	SIPAAA(non-salary)				Analyst					0.00 + 22611.225.53305.111048.000703.2011_$ 0.00 + 22611.115.53405.119029.000000.2011_$ 0.00 + 22611.225.54505.111048.000703.2011_$ 0.00 + 22611.331.53405.119029.430100.2011_$ 0.00 + 22611.225.54210.111048.000703.2011_$ 0.00 + 22611.225.53405.111048.000703.2011_$ 0.00 + 22611.225.53405.119029.000703.2011_$ 0.00 + 22611.115.53305.233031.000000.2011_$ 0.00 + 22611.115.54125.231401.000000.2011_$ 0.00 + 22611.332.53305.233031.430112.2011_$ 0.00 + 22611.115.53205.231401.000000.2011_$ 0.00
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school			X	Principal			INPROGRESS		
N	Principal Travel Reimbursement			X	OMB Budget Analyst			INCOMPLETE		22611.115.54215.241013.000000.2011_$ 0.00
N	unattached to SIPAAA(positions)			X	Principal			INPROGRESS		

Operations - Operations O&M

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Custodial Supplies: Supplies for Engineers (toilet paper paper towels soap gasoline etc.)			X	Principal	$10,279.00	$12,832.06	INPROGRESS		22611.230.53405.254002.000000.2011_$0.00 + 22611.230.53405.254002.000000.2011_$0.00
N	Breakfast lunch and after school nutrition programs (Federal donation)			X	Principal	$144,427.00	$144,427.00	INPROGRESS		22611.312.53205.256009.000000.2011_$0.00 + 22611.312.53210.256009.000000.2011_$0.00
N	Supply of electricity			X	Principal	$34,984.00	$34,984.00	INPROGRESS		22611.230.53105.254002.000000.2011_$0.00
N	Repairs: O&M Money: fix broken windows replace a pipe etc.			X	Principal	$36,703.00	$35,053.00	INPROGRESS		22611.230.56105.254002.000000.2011_$0.00
N	Contractual Services: Maintenance services that need to be contracted out to vendors			X	Principal	$2,862.00	$308.94	INPROGRESS		22611.230.54105.254002.000000.2011_$0.00
N	Contracted service to remove snow from parking lots			X	Principal	$3,000.00	$1,350.00	INPROGRESS		22611.230.54105.254020.000000.2011_$0.00
N	Supply of natural gas			X	Principal	$12,059.00	$12,059.00	INPROGRESS		22611.230.53125.254002.000000.2011_$0.00
N	Funds allocated by Portfolio Managers to maintain boiler and chillers			X	Principal	$4,000.00	$4,000.00	INPROGRESS		22611.230.54105.254027.000000.2011_$0.00
N	Contracted service that pays for pest control services			X	Principal	$800.00	$680.82	INPROGRESS		22611.230.54105.254022.000000.2011_$0.00

Operations - Operations O&M

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Telecom Recurring Services: Phones at schools/admin buildings			X	Principal	$5,146.00	$5,146.00	INPROGRESS		22611.230.54405.254501.000000.2011_$ 0.00
N	WAN Management and Maintenance: Internet maintenance			X	Principal	$3,201.00	$3,201.00	INPROGRESS		22611.230.54125.254901.000000.2011_$ 0.00
N	Maintain printers at admin sites			X	Principal	$477.00	$477.00	INPROGRESS		22611.230.55005.266402.000000.2011_$ 0.00
N	IMPACT Maintenance			X	Principal	$2,911.00	$2,911.00	INPROGRESS		22611.230.53306.009573.000000.2011_$ 0.00
N	Distribution of gas to facilities			X	Principal	$43,234.00	$43,234.00	INPROGRESS		22611.230.53120.254002.000000.2011_$ 0.00
N	Transmission of electricity			X	Principal	$19,154.00	$19,154.00	INPROGRESS		22611.230.53115.254002.000000.2011_$ 0.00
N	Contracted service to remove trash and recyclables			X	Principal	$6,311.00	$6,311.00	INPROGRESS		22611.230.54105.254021.000000.2011_$ 0.00
N	Email for students and staff			X	Principal	$1,035.00	$1,035.00	INPROGRESS		22611.230.54125.266402.000000.2011_$ 0.00
N	Telecom Support: Consulting services to maintain phones			X	Principal	$489.00	$489.00	INPROGRESS		22611.230.54125.254501.000000.2011_$ 0.00
N	Enterprise Server and Network Maintenance: Oracle support for maintenance			X	Principal	$784.00	$784.00	INPROGRESS		22611.230.56105.266414.000000.2011_$ 0.00

Operations - Operations O&M

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Content Management: Firewalls blocking of websites etc.			X	Principal	$802.00	$802.00	INPROGRESS		22611.230.53306.254901.000000.2011_$ 0.00
N	Enterprise Financial System Software: Oracle system			X	Principal	$3,377.00	$3,377.00	INPROGRESS		22611.230.53306.266407.000000.2011_$ 0.00
N	CPS @ Work: Peoplesoft			X	Principal	$2,446.00	$2,446.00	INPROGRESS		22611.230.54125.266410.000000.2011_$ 0.00
N	Consulting and support for IMPACT			X	Principal	$202.00	$202.00	INPROGRESS		22611.230.54125.009574.000000.2011_$ 0.00
N	Consulting services for EFS			X	Principal	$1,590.00	$1,590.00	INPROGRESS		22611.230.54125.266407.000000.2011_$ 0.00

10-1215-ED4 **December 15, 2010**

APPROVE THE 2010-2012 SCHOOL IMPROVEMENT PLANS FOR SCHOOLS ON PROBATION AND FOR SCHOOLS WITH SCHOOL IMPROVEMENT STATUS

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

Approve the 2010-2012 School Improvement Plans for Advancing Academic Achievement (SIPAAAs) for schools on probation and for schools with state or federal school improvement status.

DESCRIPTION: The Chief Executive Officer is requesting approval of the SIPAAAs for correcting academic deficiencies for the 434 schools noted on the attached Exhibit A as required by ISBE. These schools are on probation and/or are in school improvement status for the 2010-2011 school year. This includes the 28 schools with Corrective Action status under NCLB that have developed corrective action plans. Exhibit A excludes schools that closed at the end of the 2009-2010 school year and schools for which a two-year SIPAAA was approved through Board Report 10-0125-EX5.

The SIPAAAs were developed pursuant to Sections 5/2-3.25d and 5/34-2.4 of the Illinois School Code. Board approval of school improvement plans is required for schools placed on probation pursuant to Section 5/34-8.3 and schools designated by the Illinois State Board of Education (ISBE) as being in school improvement status pursuant to Section 5/2-3.25d. These plans include specific steps that the Local School Councils and school staff must take to correct deficiencies and specific objective criteria by which the schools' subsequent progress shall be judged. For schools in Corrective Action, corrective action plans were developed pursuant to Section 1116(b)(5)(7) of the No Child Left Behind Act and included in the SIPAAA.

Individual SIPAAAs were developed collaboratively at each school with the assistance of the Chief Area Offices, AMPS Office or the Office of New Schools, the Office of Management and Budget, Local School Councils, parent and community representatives, and school personnel. Each school's SIPAAA includes specific expenditures directly calculated to correct educational and operational deficiencies that resulted in the school being placed on probation or in school improvement status. Schools appended to the SIPAAA, as applicable, a Parent Compact and Parent Involvement Policy, technology plan, attendance plan and for high schools, Advanced Placement (AP) plan. Many plans included the following actions: implementing new reading and mathematics programs, providing professional development, implementing reduced class size, purchasing instructional materials, and teaching reading at the high school level.

Once submitted to the Area Offices, AMPS Office or Office of New Schools, SIPAAAs were reviewed to ensure that: areas in need of improvement were addressed, the stated targets and activities were consistent with trend analyses and analysis of current conditions, instruction was the focus, and plans were supported by schools' discretionary school improvement (state and federal) funds.

For schools in Corrective Action, the school's principal together with Chief Area Officer, AMPS Officer or Officer of New Schools selected one or more corrective actions from those enumerated under No Child Left Behind. They further ensured that the school's SIPAAA included the relevant details of those corrective actions plans and that funding was appropriated to those activities as necessary.

Monitoring of and support for these SIPAAAs and corrective action plans will be the responsibility of the Chief Area Offices, AMPS Office or the Office of New Schools with the assistance of the Office of Management and Budget, the Chief Performance Office, and the Office of Grants Management and Administration. The Chief Area Officer is authorized to modify a probation school's SIPAAA as necessary to correct deficiencies throughout the school year.

Copies of the fully executed SIPAAAs and corrective action plans are available in the Chief Area Offices, AMPS Office or the Office of New Schools.

FINANCIAL: Within budgetary appropriations.

Approved for Consideration:

Sarah Kremsner
Chief Performance Officer

Within Appropriation:

Diana Ferguson
Chief Financial Officer

Approved:

Terry Mazany
Chief Executive Officer

Approved as to legal form:

Patrick J. Rocks
General Counsel

Exhibit A: Schools Requiring Board of Education Approval of School Improvement Plan for Advancing Academic Achievement (SIPAAA)

School ID	ISBE ID	Area	School Name	2010-2011 Federal Improvement Status	2010-2011 State Improvement Status	2010-2011 Probation Status
610209	150162990252494	1	Alessandro Volta Elementary School	Restructuring Planning	Academic Watch Status Year 2	
609836	150162990252119	1	Arthur E Canty Elementary School		Academic Early Warning Year 2	
610144	150162990252421	1	Frank W Reilly Elementary School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
609972	150162990252247	1	Helge A Haugan Elementary School	Corrective Action	Academic Watch Status Year 1	
610074	150162990252355	1	James Monroe Elementary School	Restructuring Implementation	Academic Watch Status Year 5	On Probation
609789	150162990252067	1	John Barry Elementary School	Restructuring Planning	Academic Watch Status Year 2	On Probation
610111	150162990252391	1	John Palmer Elementary School	Corrective Action	Academic Watch Status Year 3	On Probation
609937	150162990252214	1	John W Garvy Elementary School		Academic Early Warning Year 1	
610159	150162990252438	1	Jonathan Y Scammon Elementary School	Restructuring Implementation	Academic Watch Status Year 3	
609910	150162990252194	1	Laughlin Falconer Elementary School	Restructuring Implementation	Academic Watch Status Year 3	
610145	150162990252422	1	Peter A Reinberg Elementary School	Choice SES	Academic Watch Status Year 2	On Probation
610135	150162990252409	1	Portage Park Elementary School	Restructuring Planning	Academic Watch Status Year 3	
610321	150162990252882	1	Thurgood Marshall Middle School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
609994	150162990252265	1	William G Hibbard Elementary School	Restructuring Planning	Academic Watch Status Year 2	
609963	150162990252240	2	Alexander Hamilton Elementary School			On Probation
609804	150162990252089	2	Daniel Boone Elementary School	Restructuring Planning	Academic Watch Status Year 4	
609859	150162990252134	2	DeWitt Clinton Elementary School	Restructuring Planning	Academic Watch Status Year 4	
609918	150162990252203	2	Eugene Field Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609779	150162990252059	2	George Armstrong International Studies ES	Restructuring Implementation	Academic Watch Status Year 3	
610187	150162990252466	2	Graeme Stewart Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610122	150162990252399	2	Helen Peirce International Studies ES	Restructuring Planning	Academic Watch Status Year 2	
610078	150162990252358	2	Inter-American Elementary Magnet School		Academic Early Warning Year 1	
610070	150162990252349	2	James B McPherson Elementary School	Restructuring Implementation	Academic Watch Status Year 5	
610269	150162990252344	2	John T McCutcheon Elementary School	Choice	Academic Early Warning Year 1	On Probation
609865	150162990252889	2	Jordan Elementary Community School	Restructuring Implementation	Academic Watch Status Year 5	
610242	150162990252093	2	Joseph Brennemann Elementary School	Choice	Academic Early Warning Year 1	
610189	150162990252470	2	Joseph Stockton Elementary School			On Probation
610022	150162990252296	2	Joyce Kilmer Elementary School	Restructuring Implementation	Academic Watch Status Year 6	
610284	150162990252930	2	New Field Elementary School	Corrective Action	Academic Watch Status Year 2	
609792	150162990252070	2	Newton Bateman Elementary School	Choice SES	Academic Early Warning Year 2	
609933	150162990252212	2	Stephen F Gale Elementary Community Academy	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609976	150162990252252	2	Stephen K Hayt Elementary School	Corrective Action	Academic Watch Status Year 1	
610220	150162990252504	2	Thomas J Waters Elementary School	Restructuring Implementation	Academic Watch Status Year 5	
609945	150162990252223	2	William C Goudy Elementary School	Choice	Academic Early Warning Year 1	
609904	150162990252187	3	Edward K Ellington Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610235	150162990252525	3	Ella Flagg Young Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610020	150162990252295	3	Francis Scott Key Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610305	150162990252714	3	George Leland Elementary School			On Probation
610092	150162990252368	3	Henry H Nash Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610183	150162990252462	3	Herbert Spencer Elementary Math & Science Academy	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610058	150162990252336	3	Horatio May Elementary Community Academy	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609975	150162990252636	3	John Hay Elementary Community Academy	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610043	150162990252319	3	Joseph Lovett Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610041	150162990252317	3	Josephine C Locke Elementary School	Restructuring Implementation	Academic Watch Status Year 6	
610036	150162990252311	3	Leslie Lewis Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610156	150162990252188	3	Louis Armstrong Math & Science Elementary School	Corrective Action	Academic Watch Status Year 1	On Probation
609818	150162990252102	3	Luther Burbank Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609830	150162990252110	3	Milton Brunson Math & Science Specialty ES	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610367	150162990252605	3	Oscar DePriest Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation

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609906	150162990252189	3	Robert Emmet Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610282	150162990252634	3	Ronald E McNair Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610210	150162990252495	4	Alexander von Humboldt Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610098	150162990252375	4	Alfred Nobel Elementary School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
609780	150162990252912	4	Ames Middle School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610320	150162990252869	4	Ana Roque de Duprey Elementary School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
609922	150162990252923	4	Belmont-Cragin Elementary School	Choice SES	Academic Early Warning Year 2	
610076	150162990252356	4	Bernhard Moos Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610106	150162990252385	4	Brian Piccolo Elementary Specialty School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609875	150162990252148	4	Charles R Darwin Elementary School	Restructuring Implementation	Academic Watch Status Year 4	On Probation
609835	150162990252118	4	Daniel R Cameron Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610165	150162990252444	4	Franz Peter Schubert Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
610068	150162990252726	4	Hanson Park Elementary School	Corrective Action	Academic Watch Status Year 1	
610192	150162990252472	4	Harriet Beecher Stowe Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610040	150162990252316	4	Henry D Lloyd Elementary School	Restructuring Implementation	Academic Watch Status Year 5	On Probation
610044	150162990252321	4	James Russell Lowell Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610031	150162990252305	4	Jean D Lafayette Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610051	150162990252915	4	Northwest Middle School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610021	150162990252862	4	Pablo Casals Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610234	150162990252542	4	Richard Yates Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609853	150162990252130	4	Salmon P Chase Elementary School	Restructuring Implementation	Academic Watch Status Year 5	On Probation
609968	150162990252877	4	Sharon Christa McAuliffe Elementary School	Restructuring Planning	Academic Watch Status Year 2	
610100	150162990252908	4	West Park Elementary Academy	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610097	150162990252374	4	William P Nixon Elementary School	Choice SES	Academic Early Warning Year 2	
610088	150162990252363	4	Wolfgang A Mozart Elementary School	Restructuring Implementation	Academic Watch Status Year 7	
609787	150162990252064	6	Avondale Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
610039	150162990252315	6	Carl von Linne Elementary School	Restructuring Implementation	Academic Watch Status Year 6	
610012	150162990252287	6	Edward Jenner Elementary Academy of the Arts	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610048	150162990252326	6	George Manierre Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610164	150162990252443	6	George Schneider Elementary School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
609776	150162990252056	6	Hans Christian Andersen Community Academy ES	Restructuring Implementation	Academic Watch Status Year 7	
610313	150162990252825	6	Jose De Diego Elementary Community Academy	Restructuring Implementation	Academic Watch Status Year 5	On Probation
610325	150162990252881	6	Logandale Middle School			On Probation
610059	150162990252337	6	Oscar F Mayer Elementary School	Restructuring Planning	Academic Watch Status Year 2	
610138	150162990252413	6	Pulaski International Academy Elmentary School	Restructuring Implementation	Academic Watch Status Year 5	
610029	150162990252303	6	Rodolfo Lozano Bilingual & International Ctr ES	Choice	Academic Early Warning Year 1	On Probation
610136	150162990252410	6	William H Prescott Elementary School			On Probation
610005	150162990252276	7	Charles Evans Hughes Elementary School	Choice	Academic Early Warning Year 1	On Probation
610221	150162990252505	7	Daniel Webster Elementary School	Restructuring Implementation	Academic Watch Status Year 5	On Probation
609881	150162990252152	7	Edward C Delano Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610202	150162990252487	7	George W Tilton Elementary School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
610241	150162990252329	7	Guglielmo Marconi Elementary Community Academy	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609797	150162990252080	7	Jacob Beidler Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610271	150162990252288	7	Jensen Elementary Scholastic Academy			On Probation
610243	150162990252114	7	John Calhoun North Elementary School			On Probation
609907	150162990252190	7	Leif Ericson Elementary Scholastic Academy			On Probation
610154	150162990252432	7	Martin A Ryerson Elementary School	Restructuring Implementation	Academic Watch Status Year 7	
610055	150162990252195	7	Michael Faraday Elementary School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
610348	150162990252221	7	Nathan R Goldblatt Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609989	150162990252262	7	Victor Herbert Elementary School	Restructuring Implementation	Academic Watch Status Year 7	
610121	150162990252281	7	Washington Irving Elementary School	Choice	Academic Early Warning Year 1	On Probation

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610251	150162990252127	7	Willa Cather Elementary School	Restructuring Implementation	Academic Watch Status Year 9	
609812	150162990252097	7	William H Brown Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
609966	150162990252242	9	Charles G Hammond Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
609996	150162990252269	9	Charles N Holden Elementary School	Choice SES	Academic Early Warning Year 2	
610293	150162990252352	9	Genevieve Melody Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610062	150162990252339	9	George B McClellan Elementary School			On Probation
610216	150162990252500	9	John A Walsh Elementary School	Corrective Action	Academic Watch Status Year 1	
609894	150162990252169	9	John B Drake Elementary School			On Probation
610228	150162990252514	9	John Greenleaf Whittier Elementary School	Restructuring Implementation	Academic Watch Status Year 7	
610026	150162990252299	9	John H Kinzie Elementary School		Academic Watch Status Year 1	
610180	150162990252460	9	John M Smyth Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610015	150162990252292	9	Joseph Jungman Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
610129	150162990252404	9	Josiah Pickard Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610034	150162990252309	9	Lawndale Elementary Community Academy	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609872	150162990252864	9	Manuel Perez Elementary School	Choice SES	Academic Early Warning Year 2	
610240	150162990252261	9	Matthew A Henson Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610329	150162990252842	9	Orozco Fine Arts & Sciences Elementary School	Choice	Academic Early Warning Year 1	
609867	150162990252142	9	Peter Cooper Elementary Dual Language Academy	Choice SES	Academic Early Warning Year 2	
609777	150162990252058	9	Phillip D Armour Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610013	150162990252289	9	Pilsen Elementary Community Academy	Choice SES	Academic Early Warning Year 2	
609991	150162990252263	9	Theodore Herzl Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609851	150162990252128	9	Thomas Chalmers Specialty Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610023	150162990252297	9	William H King Elementary School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
610232	150162990252928	9	Williams Multiplex Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
610336	150162990252932	9	Williams Preparatory Academy Middle School			On Probation
609993	150162990252900	10	Agustin Lara Elementary Academy	Restructuring Implementation	Academic Watch Status Year 7	
610254	150162990252179	10	Anton Dvorak Elementary Specialty Academy	Restructuring Implementation	Academic Watch Status Year 4	On Probation
609873	150162990252147	10	Crown Community Academy of Fine Arts Center ES	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610063	150162990252341	10	Cyrus H McCormick Elementary School	Choice SES	Academic Early Warning Year 2	
609870	150162990252145	10	Daniel J Corkery Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609909	150162990252192	10	Edward Everett Elementary School	Choice	Academic Early Warning Year 1	
610227	150162990252513	10	Eli Whitney Elementary School	Restructuring Implementation	Academic Watch Status Year 7	
610319	150162990252873	10	Evergreen Academy Middle School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
610215	150162990252838	10	Francisco I Madero Middle School	Restructuring Implementation	Academic Watch Status Year 5	On Probation
609958	150162990252811	10	Frank W Gunsaulus Elementary Scholastic Academy	Choice	Academic Early Warning Year 1	
609920	150162990252806	10	Gerald Delgado Kanoon Elementary Magnet School	Restructuring Implementation	Academic Watch Status Year 7	
610273	150162990252390	10	Ignance Paderewski Elementary Learning Academy	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610125	150162990252867	10	Irma C Ruiz Elementary School	Choice SES	Academic Early Warning Year 2	
609983	150162990252256	10	James Hedges Elementary School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
609950	150162990252898	10	Josefa Ortiz De Dominguez Elementary School	Choice SES	Academic Early Warning Year 2	
609938	150162990252215	10	Joseph E Gary Elementary School	Restructuring Implementation	Academic Watch Status Year 8	
610253	150162990252307	10	Julia C Lathrop Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610024	150162990252783	10	Lazaro Cardenas Elementary School	Restructuring Implementation	Academic Watch Status Year 6	
609834	150162990252896	10	Little Village Elementary School	Restructuring Implementation	Academic Watch Status Year 6	
610017	150162990252829	10	Maria Saucedo Elementary Scholastic Academy	Restructuring Planning	Academic Watch Status Year 2	On Probation
609876	150162990252149	10	Nathan S Davis Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610134	150162990252408	10	Nathaniel Pope Elementary School	Choice	Academic Early Warning Year 1	On Probation
609826	150162990252106	10	Rosario Castellanos Elementary School	Restructuring Implementation	Academic Watch Status Year 7	
610056	150162990252334	10	Roswell B Mason Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609921	150162990252901	10	Telpochcalli Elementary School	Restructuring Implementation	Academic Watch Status Year 8	
609967	150162990252893	10	William F Finkl Elementary School	Choice SES	Academic Early Warning Year 2	On Probation

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610123	150162990252400	10	William Penn Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610185	150162990252465	11	Adlai E Stevenson Elementary School	Restructuring Planning	Academic Watch Status Year 6	
610077	150162990252357	11	Donald Morrill Math & Science Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610352	150162990252933	11	Durkin Park Elementary School	Choice SES	Academic Early Warning Year 2	
610006	150162990252280	11	Edward N Hurley Elementary School	Restructuring Planning	Academic Watch Status Year 2	On Probation
610203	150162990252488	11	Enrico Tonti Elementary School	Restructuring Implementation	Academic Watch Status Year 4	
610057	150162990252913	11	Fairfield Elementary Academy	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610120	150162990252398	11	Ferdinand Peck Elementary School	Restructuring Implementation	Academic Watch Status Year 7	
610096	150162990252373	11	Florence Nightingale Elementary School	Restructuring Implementation	Academic Watch Status Year 6	
610067	150162990252346	11	Francis M McKay Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609807	150162990252916	11	Lionel Hampton Fine & Performing Arts ES	Restructuring Implementation	Academic Watch Status Year 5	On Probation
610053	150162990252330	11	Marquette Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609981	150162990252255	11	Phobe Apperson Hearst Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609903	150162990252185	11	Richard Edwards Elementary School	Restructuring Planning	Academic Watch Status Year 2	
610291	150162990252703	11	Richard Henry Lee Elementary School	Restructuring Implementation	Academic Watch Status Year 5	
610226	150162990252914	11	Socorro Sandoval Elementary School	Choice SES	Academic Early Warning Year 2	
609947	150162990252224	13	Alexander Graham Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610277	150162990252388	13	Anthony Overton Elementary School	Restructuring Planning	Academic Watch Status Year 2	On Probation
610161	150162990252771	13	Arna Wendell Bontemps Elementary School	Restructuring Implementation	Academic Watch Status Year 4	On Probation
610037	150162990252313	13	Arthur A Libby Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609941	150162990252807	13	Asa Philip Randolph Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610150	150162990252427	13	Betsy Ross Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610345	150162990252521	13	Carter G Woodson South Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
610148	150162990252886	13	Cesar E Chavez Multicultural Academic Center ES	Restructuring Implementation	Academic Watch Status Year 7	
609986	150162990252258	13	Charles R Henderson Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609781	150162990252061	13	Crispus Attucks Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609885	150162990252159	13	Dewey Elementary Academy of Fine Arts	Choice	Academic Early Warning Year 1	On Probation
609819	150162990252103	13	Edmond Burke Elementary School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
610114	150162990252393	13	Francis Parkman Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610276	150162990252354	13	Irvin C Mollison Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
610173	150162990252454	13	Jesse Sherwood Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
609964	150162990252241	13	John H Hamline Elementary School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
610108	150162990252387	13	Luke O'Toole Elementary School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
609928	150162990252209	13	Melville W Fuller Elementary School	Restructuring Implementation	Academic Watch Status Year 3	On Probation
609997	150162990252270	13	Oliver Wendell Holmes Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610239	150162990252837	13	Richard J Daley Elementary Academy	Choice SES	Academic Early Warning Year 2	On Probation
610521	150162990252954	13	Sir Miles Davis Magnet Elementary Academy		Academic Early Warning Year 1	
609987	150162990252259	13	Thomas A Hendricks Elementary Community Academy			On Probation
610061	150162990252338	13	William J & Charles H Mayo Elementary School	Choice	Academic Early Warning Year 1	On Probation
609844	150162990252123	13	William W Carter Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
610339	150162990252464	14	Amos Alonzo Stagg Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610265	150162990252065	14	Benjamin Banneker Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610238	150162990252088	14	Carrie Jacobs Bond Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609813	150162990252098	14	Charles S Brownell Elementary School	Restructuring Implementation	Academic Watch Status Year 7	
609897	150162990252180	14	Charles W Earle Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609790	150162990252068	14	Clara Barton Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610347	150162990252936	14	Claremont Academy Elementary School	Restructuring Planning	Academic Watch Status Year 3	On Probation
610223	150162990252506	14	Daniel S Wentworth Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609913	150162990252812	14	Elaine O Goodlow Elementary Magnet School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
610233	150162990252522	14	Elihu Yale Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610112	150162990252392	14	Francis W Parker Elementary Community Academy	Restructuring Implementation	Academic Watch Status Year 8	On Probation

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610285	150162990252216	14	Granville T Woods Math & Science Academy ES	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609775	150162990252055	14	John P Altgeld Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610019	150162990252294	14	Joshua D Kershaw Elementary School	Restructuring Implementation	Academic Watch Status Year 3	On Probation
610152	150162990252428	14	Martha Ruggles Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
609793	150162990252072	14	Nicholson Math & Science Elementary School	Restructuring Implementation	Academic Watch Status Year 7	
610300	150162990252507	14	Oliver S Westcott Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610115	150162990252394	14	Park Manor Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609791	150162990252069	14	Perkins Bass Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610102	150162990252381	14	Richard J Oglesby Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609805	150162990252775	14	Scott Joplin Elementary School			On Probation
610283	150162990252233	14	Simon Guggenheim Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610264	150162990252420	14	Walter Reed Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610299	150162990252267	14	William A Hinton Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610266	150162990252176	15	Alexandre Dumas Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610169	150162990252447	15	Austin O Sexton Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610175	150162990252456	15	Beulah Shoesmith Elementary School	Choice	Academic Early Warning Year 1	On Probation
610030	150162990252304	15	Charles Kozminski Elementary Community Academy	Choice	Academic Early Warning Year 1	On Probation
610065	150162990252766	15	Emmett Louis Till Math and Science Academy	Restructuring Implementation	Academic Watch Status Year 5	On Probation
609916	150162990252201	15	Enrico Fermi Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610258	150162990252411	15	Florence B Price Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610256	150162990252724	15	Jackie Robinson Elementary School	Choice	Academic Early Warning Year 1	On Probation
609891	150162990252937	15	James R Doolittle Jr Elementary School	Choice SES	Academic Watch Status Year 3	On Probation
610213	150162990252498	15	James Wadsworth Elementary School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
609919	150162990252204	15	John Fiske Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610018	150162990252845	15	Miriam G Canter Middle School	Choice	Academic Watch Status Year 4	
610143	150162990252419	15	William C Reavis Math & Science Specialty ES	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610028	150162990252301	16	Alfred David Kohn Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609788	150162990252066	16	Alice L Barnard Computer Math & Science Ctr ES	Choice	Academic Early Warning Year 1	
610287	150162990252922	16	Ashburn Community Elementary School	Choice	Academic Early Warning Year 1	
609839	150162990252122	16	Carroll-Rosenwald Specialty Elementary School	Restructuring Planning	Academic Watch Status Year 2	On Probation
610366	150162990252497	16	Charles H Wacker Elementary School			On Probation
610188	150162990252177	16	Edward F Dunne Elementary School	Choice	Academic Early Warning Year 1	On Probation
609908	150162990252191	16	Esmond Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609917	150162990252202	16	Fernwood Elementary School			On Probation
609927	150162990252618	16	Foster Park Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609800	150162990252083	16	Frank I Bennett Elementary School			On Probation
610072	150162990252047	16	Garrett A Morgan Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609864	150162990252139	16	John W Cook Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610368	150162990252620	16	Langston Hughes Elementary School		Academic Early Warning Year 2	On Probation
610369	150162990252046	16	Mahalia Jackson Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610086	150162990252362	16	Mount Vernon Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609955	150162990252231	16	Walter Q Gresham Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610032	150162990252048	16	Wendell E Green Elementary School			On Probation
610281	150162990252785	17	Adam Clayton Powell Paidela Community Academy ES	Corrective Action	Academic Watch Status Year 3	
610171	150162990252452	17	Arnold Mireles Elementary Academy	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610268	150162990252437	17	Arthur R Ashe Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609786	150162990252063	17	Avalon Park Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609827	150162990252107	17	Burnside Elementary Scholastic Academy	Choice SES	Academic Early Warning Year 2	On Probation
609833	150162990252113	17	Charles P Caldwell Academy of Math & Science ES	Choice	Academic Early Warning Year 1	On Probation
609815	150162990252100	17	Edward A Bouchet Math & Science Academy ES	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609862	150162990252136	17	Edward Coles Elementary Language Academy	Choice	Academic Watch Status Year 8	On Probation

School ID	ISBE ID	Area	School Name	2010-2011 Federal Improvement Status	2010-2011 State Improvement Status	2010-2011 Probation Status
609939	150162990252236	17	Frank L Gillespie Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610279	150162990252479	17	Henry O Tanner Elementary School	Choice	Academic Early Warning Year 1	On Probation
610052	150162990252328	17	Horace Mann Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610103	150162990252382	17	Isabelle C O'Keeffe Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610047	150162990252324	17	James Madison Elementary School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
610130	150162990252405	17	John T Pirie Fine Arts & Academic Center ES			On Probation
610218	150162990252502	17	Joseph Warren Elementary School	Choice	Academic Early Warning Year 1	On Probation
609961	150162990252823	17	Ninos Heroes Elementary Academic Center	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610116	150162990252395	17	Parkside Elementary Community Academy	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610146	150162990252423	17	Paul Revere Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610153	150162990252429	17	William H Ryder Math & Science Specialty ES	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610193	150162990252474	17	William K New Sullivan Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609808	150162990252092	18	Alex Haley Elementary Academy	Restructuring Implementation	Academic Watch Status Year 8	
610004	150162990252637	18	Countee Cullen Elementary School			On Probation
610198	150162990252480	18	Douglas Taylor Elementary School	Choice SES	Academic Early Warning Year 2	
610315	150162990252729	18	Edward White Elementary Career Academy	Choice	Academic Early Warning Year 1	On Probation
610139	150162990252414	18	George M Pullman Elementary School	Restructuring Implementation	Academic Watch Status Year 6	
609845	150162990252372	18	George Washington Carver Primary School	Choice	Academic Early Warning Year 1	On Probation
609856	150162990252132	18	Henry Clay Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
609848	150162990252054	18	Ira F Aldridge Elementary School	Choice	Academic Early Warning Year 1	On Probation
610200	150162990252484	18	James N Thorp Elementary School	Choice	Academic Early Warning Year 1	On Probation
610176	150162990252457	18	John D Shoop Math-Science Technical Academy ES	Restructuring Implementation	Academic Watch Status Year 7	
610225	150162990252512	18	John Whistler Elementary School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
609935	150162990252213	18	Matthew Gallistel Elementary Language Academy	Restructuring Planning	Academic Watch Status Year 3	
610208	150162990252492	18	Mildred I Lavizzo Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609811	150162990252096	18	Orville T Bright Elementary School			On Probation
609902	150162990252804	18	Ralph H Metcalfe Elementary Community Academy	Corrective Action	Academic Watch Status Year 1	
610045	150162990252322	18	Robert H Lawrence Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610091	150162990252367	18	Ronald Brown Elementary Community Academy	Choice	Academic Early Warning Year 1	On Probation
609943	150162990252222	18	Samuel Gompers Fine Arts Options ES	Restructuring Implementation	Academic Watch Status Year 6	On Probation
610160	150162990252439	18	Songhai Elementary Learning Institute	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610178	150162990252442	18	Theophilus Schmid Elementary School	Choice	Academic Early Warning Year 1	On Probation
610295	150162990252266	18	Thomas J Higgins Elementary Community Academy	Choice	Academic Early Warning Year 1	On Probation
609978	150162990252768	18	Wendell Smith Elementary School	Restructuring Implementation	Academic Watch Status Year 6	On Probation
610224	150162990252509	18	West Pullman Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610364	150162990252173	18	William E B Dubois Elementary School	Choice	Academic Early Warning Year 1	On Probation
610501	150162990250840	19	Austin Polytechnical Academy High School			On Probation
609764	150162990250767	19	Benito Juarez Community Academy High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
610370	150162990250529	19	Best Practice High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610381	150162990250834	19	Bronzeville Scholastic Academy High School	Choice SES	Academic Early Warning Year 2	On Probation
609729	150162990250036	19	Carl Schurz High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
610244	150162990250827	19	Michele Clark Academic Prep Magnet High School	Choice SES	Academic Watch Status Year 3	On Probation
609676	150162990250531	19	Paul Laurence Dunbar Career Academy High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609695	150162990250001	19	Roald Amundsen High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609733	150162990250042	19	Roger C Sullivan High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609724	150162990250030	19	Stephen T Mather High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610334	150162990250826	21	Al Raby High School	Corrective Action	Academic Watch Status Year 1	On Probation
609736	150162990250798	21	Dyett High School	Restructuring Implementation	Academic Watch Status Year 5	On Probation
609737	150162990250046	21	Friedrich W von Steuben Metropolitan Science HS		Academic Watch Status Year 3	
609768	150162990250799	21	Hope College Preparatory High School	Restructuring Implementation	Academic Watch Status Year 3	On Probation
609694	150162990250779	21	John Hancock College Preparatory High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation

School ID	ISBE ID	Area	School Name	2010-2011 Federal Improvement Status	2010-2011 State Improvement Status	2010-2011 Probation Status
609746	150162990250025	21	Kenwood Academy High School	Choice	Academic Early Warning Year 1	
609722	150162990250616	21	Manley Career Academy High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609702	150162990250008	21	Richard T Crane Technical Preparatory HS	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610506	150162990250843	21	TEAM Englewood Community Academy High School			On Probation
609740	150162990250049	21	Wells Community Academy High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609735	150162990250044	23	Edward Tilden Career Community Academy HS	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609682	150162990250536	23	Ellen H Richards Career Academy High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609712	150162990250019	23	Emil G Hirsch Metropolitan High School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609709	150162990250015	23	Gage Park High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609761	150162990250543	23	George H Corliss High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609739	150162990250048	23	George Washington High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610297	150162990250806	23	High School of Leadership at South Shore	Restructuring Implementation	Academic Watch Status Year 4	On Probation
610296	150162990250805	23	High School of Technology at South Shore	Restructuring Planning	Academic Watch Status Year 2	On Probation
610310	150162990250804	23	High School of the Arts at South Shore	Restructuring Implementation	Academic Watch Status Year 3	On Probation
609710	150162990250016	23	John M Harlan Community Academy High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609707	150162990250766	23	Paul Robeson High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609698	150162990250003	23	William J Bogan High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610307	150162990250800	24	Bowen Environmental Studies High School	Restructuring Implementation	Academic Watch Status Year 3	On Probation
610324	150162990250809	24	Bowen Global Visions Academy High School	Restructuring Planning	Academic Watch Status Year 2	On Probation
610309	150162990250801	24	Chicago Discovery Academy High School	Restructuring Implementation	Academic Watch Status Year 5	On Probation
609674	150162990250526	24	Chicago Vocational Career Academy High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
610311	150162990250802	24	Entrepreneurship High School	Restructuring Implementation	Academic Watch Status Year 4	On Probation
609713	150162990250021	24	Hyde Park Academy High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609718	150162990250024	24	John F Kennedy High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609725	150162990250031	24	Morgan Park High School		Academic Watch Status Year 4	
609692	150162990250537	24	Neal F Simeon Career Academy High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610323	150162990250824	24	New Millennium High School of Health at Bowen	Corrective Action	Academic Watch Status Year 1	On Probation
609762	150162990250763	24	Percy L Julian High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609679	150162990250534	26	Charles Allen Prosser Career Academy High School	Restructuring Implementation	Academic Watch Status Year 7	
609732	150162990250041	26	Charles P Steinmetz Academic Centre High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609754	150162990250795	26	Chicago Military Academy High School	Restructuring Planning	Academic Watch Status Year 5	
609704	150162990250011	26	David G Farragut Career Academy High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609708	150162990250013	26	Edwin G Foreman High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
610245	150162990250831	26	Frederick A Douglass Academy High School	Corrective Action	Academic Watch Status Year 2	On Probation
609760	150162990250006	26	George Washington Carver Military Academy HS	Restructuring Implementation	Academic Watch Status Year 9	
609741	150162990250020	26	Gurdon S Hubbard High School	Restructuring Implementation	Academic Watch Status Year 7	
610390	150162990250828	26	Hyman G Rickover Naval Academy High School	Choice SES	Academic Early Warning Year 2	
610384	150162990250837	26	Infinity Math Science and Technology High School	Choice SES	Academic Early Warning Year 2	
609716	150162990250023	26	Kelvyn Park High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
610385	150162990250836	26	Multicultural Arts High School(At Little Village)	Choice SES	Academic Early Warning Year 2	On Probation
609730	150162990250037	26	Nicholas Senn High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
610304	150162990250803	26	Phoenix Military Academy High School	Restructuring Implementation	Academic Watch Status Year 5	
609759	150162990250545	26	Roberto Clemente Community Academy High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609728	150162990250035	26	Theodore Roosevelt High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
609715	150162990250022	26	Thomas Kelly High School	Restructuring Implementation	Academic Watch Status Year 7	
610394	150162990250829	26	Uplift Community High School	Corrective Action	Academic Watch Status Year 1	
609734	150162990250043	26	William Howard Taft High School		Academic Watch Status Year 7	
610392	150162990250830	26	World Language Academy High School	Choice SES	Academic Early Warning Year 2	On Probation
610093	150162990252369	27	Jane A Neil Elementary School	Restructuring Implementation	Academic Watch Status Year 5	On Probation
609855	150162990252904	27	Walter S Christopher Elementary School	Restructuring Implementation	Academic Watch Status Year 7	
609883	150162990252153	28	Charles S Dengen Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation

School ID	ISBE ID	Area	School Name	2010-2011 Federal Improvement Status	2010-2011 State Improvement Status	2010-2011 Probation Status
610340	150162990250820	28	Chicago Academy High School	Corrective Action	Academic Watch Status Year 1	
610499	150162990250841	28	Collins Academy High School			On Probation
609900	150162990252799	28	George W Curtis Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610274	150162990252290	28	James Weldon Johnson Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610263	150162990252175	28	John Foster Dulles Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609971	150162990252246	28	John Harvard Elementary School of Excellence	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610000	150162990252273	28	Julia Ward Howe Elementary School of Excellence	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610365	150162990252084	28	Mary McLeod Bethune Elementary School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
610257	150162990252844	28	Morton School of Excellence	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609806	150162990252090	28	Myra Bradwell Communications Arts & Sciences ES	Restructuring Implementation	Academic Watch Status Year 8	On Probation
610231	150162990252924	28	National Teachers Elementary Academy	Restructuring Implementation	Academic Watch Status Year 5	On Probation
610389	150162990250847	28	Orr Academy High School		Academic Early Warning Year 1	
610396	150162990252943	28	Tarkington School of Excellence ES	Corrective Action	Academic Watch Status Year 1	
609727	150162990250034	28	Wendell Phillips Academy High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
610172	150162990252453	28	William T Sherman Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609869	150162990252704	29	Anna R. Langford Community Academy	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609705	150162990250012	29	Christian Fenger Academy High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609723	150162990250029	29	John Marshall Metropolitan High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
609929	150162990252210	29	Robert Fulton Elementary School	Restructuring Implementation	Academic Watch Status Year 8	On Probation
609711	150162990250017	29	William Rainey Harper High School	Restructuring Implementation	Academic Watch Status Year 9	On Probation
400010	150162990250090	52	Architecture, Construction, and Engineering (ACE) Technical Charter School	Corrective Action	Academic Watch Status Year 1	
	150162990250080	52	Aspira Charter High School	Restructuring Planning	Academic Watch Status Year 2	
	150162990252010	52	Chicago International Charter	Restructuring Implementation	Academic Watch Status Year 7	
400035	150162990252170	52	Chicago Math and Science Academy High School	Choice	Academic Early Warning Year 1	
400039	150162990252190	52	Erie Elementary Charter School	Choice	Academic Early Warning Year 1	
400050	150162990252180	52	Namaste Charter Elementary School	Choice	Academic Early Warning Year 1	
	150162990250060	52	Noble Street Charter High School	Corrective Action	Academic Watch Status Year 1	
	150162990250050	52	North Lawndale Charter HS	Restructuring Implementation	Academic Watch Status Year 7	
400069	150162990252260	52	Polaris Charter Academy Elementary School	Choice	Academic Early Warning Year 1	
	150162990252030	52	Shabazz International Charter Schools	Choice	Academic Early Warning Year 1	
400086	150162990250100	52	Urban Prep Acad for Young Men Charter - Englewood	Choice	Academic Early Warning Year 1	
400087	150162990250070	52	Young Women's Leadership Charter High School	Restructuring Planning	Academic Watch Status Year 5	
609686	150162990250040	52	Youth Connection Charter School	Restructuring Implementation	Academic Watch Status Year 7	
400018	150162990250839	53	Austin Business and Entrepreneurship Academy HS	Choice	Academic Early Warning Year 1	On Probation
400038	150162990250846	53	Community Services West Academy		Academic Early Warning Year 1	
400040	150162990252946	53	Frazier Preparatory Academy Elementary School	Choice	Academic Early Warning Year 1	
400068	150162990252951	53	Plato Learning Academy Elementary School		Academic Early Warning Year 1	
610317	150162990252870	54	Brighton Park Elementary School	Restructuring Implementation	Academic Watch Status Year 5	
609879	150162990252150	54	Charles Gates Dawes Elementary School	Restructuring Implementation	Academic Watch Status Year 3	
609753	150162990250772	54	Chicago High School for Agricultural Sciences		Academic Watch Status Year 1	
610170	150162990252919	54	Columbia Explorers Elementary Academy	Corrective Action	Academic Watch Status Year 1	
610402	150162990250832	54	DeVry University Advantage Academy HS		Academic Watch Status Year 1	
609751	150162990250039	54	Dr Martin Luther King Jr College Prep HS	Choice	Academic Watch Status Year 3	
609973	150162990252897	54	Emiliano Zapata Elementary Academy	Corrective Action	Academic Watch Status Year 1	
609874	150162990252603	54	Everett McKinley Dirksen Elementary School		Academic Early Warning Year 2	
609930	150162990252211	54	Frederick Funston Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
610383	150162990250835	54	Greater Lawndale High School For Social Justice	Choice SES	Academic Early Warning Year 2	
609726	150162990250788	54	Gwendolyn Brooks College Preparatory Academy HS	Choice	Academic Early Warning Year 1	
610124	150162990252401	54	Harold Washington Elementary School	Restructuring Planning	Academic Watch Status Year 2	
610107	150162990252386	54	James Otis Elementary School			On Probation
610174	150162990252455	54	James Shields Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation

School ID	ISBE ID	Area	School Name	2010-2011 Federal Improvement Status	2010-2011 State Improvement Status	2010-2011 Probation Status
609772	150162990252051	54	Jane Addams Elementary School	Corrective Action	Academic Watch Status Year 1	
609796	150162990252078	54	Jean Baptiste Beaubien Elementary School		Academic Early Warning Year 2	
609893	150162990252167	54	John C Dore Elementary School		Academic Early Warning Year 1	
609959	150162990252235	54	John Charles Haines Elementary School	Choice	Academic Early Warning Year 1	
609898	150162990252181	54	John F Eberhart Elementary School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610054	150162990252331	54	John L Marsh Elementary School	Corrective Action	Academic Watch Status Year 1	On Probation
610184	150162990252469	54	John Spry Elementary Community School	Restructuring Implementation	Academic Watch Status Year 7	
609719	150162990250026	54	Lake View High School	Restructuring Implementation	Academic Watch Status Year 6	
609738	150162990250047	54	Lincoln Park High School		Academic Watch Status Year 5	
610117	150162990252396	54	Louis Pasteur Elementary School	Choice SES	Academic Watch Status Year 2	
609756	150162990250617	54	Marie Sklodowska Curie Metropolitan High School	Restructuring Implementation	Academic Watch Status Year 7	On Probation
610206	150162990252490	54	Mark Twain Elementary School	Choice	Academic Early Warning Year 1	
610046	150162990252323	54	Mary Lyon Elementary School	Choice	Academic Early Warning Year 1	
610082	150162990252361	54	Mount Greenwood Elementary School		Academic Early Warning Year 2	
609960	150162990252239	54	Nathan Hale Elementary School	Choice SES	Academic Watch Status Year 4	
609952	150162990252229	54	Nathanael Greene Elementary School	Choice SES	Academic Early Warning Year 2	On Probation
609810	150162990252095	54	Norman A Bridge Elementary School	Corrective Action	Academic Watch Status Year 1	
609691	150162990250825	54	North-Grand High School	Corrective Action	Academic Watch Status Year 1	On Probation
609988	150162990252260	54	Patrick Henry Elementary School	Restructuring Implementation	Academic Watch Status Year 5	On Probation
609842	150162990252876	54	Rachel Carson Elementary School	Corrective Action	Academic Watch Status Year 1	
610141	150162990252416	54	Ravenswood Elementary School	Choice SES	Academic Early Warning Year 2	
609979	150162990252254	54	Robert Healy Elementary School	Corrective Action	Academic Watch Status Year 1	
610157	150162990252435	54	Sidney Sawyer Elementary School	Restructuring Implementation	Academic Watch Status Year 4	On Probation
610357	150162990250818	54	Spry Community Links High School	Corrective Action	Academic Watch Status Year 1	
610249	150162990252926	54	Talman Elementary School	Choice SES	Academic Early Warning Year 2	
610179	150162990252459	54	Washington D Smyser Elementary School	Choice	Academic Early Warning Year 1	
610167	150162990252446	54	William H Seward Communication Arts Academy ES	Corrective Action	Academic Watch Status Year 1	
609949	150162990252226	54	William P Gray Elementary School	Corrective Action	Academic Watch Status Year 1	

The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2012.

What is SIPAAA?

The School Improvement Plan for Advancing Academic Achievement is a strategic plan created by each Chicago Public School. This plan identifies the school's strengths, concerns, and priority areas for improvement; it is approved by the Local School Council and Chief Area Officer, where applicable. The action plan described in the SIPAAA, supported by the school's funds, is implemented and adjusted over a two-year period.

For resources related to the SIPAAA process,
Go to www.stratplan.cps.k12.il.us/sipaaa_process.shtml.

SIPAAA Team

TIP List the members of the SIPAAA Team (usually 6-12 individuals), choose the title that best describes each person's relationship to the school, and designate a chairperson.
TIP While the Start Date and End Date are optional, you may want to use these fields to note SIPAAA Team members that joined or left the team in the middle of the process.

Last Name	First Name	Title	Chairperson	Start Date	End Date
Harmon	Anita	Principal	X		
Carter	Dorothy	Counselor/case mgr.			03-Jan-2011
Cobbins	Debra	LSC member			
Gibson	Alice	Classroom tchr.			30-Jun-2010
Grimes	Michele	Lead/resource tchr.			30-Jun-2009
Guidry	Lori	Classroom tchr.			
Harris	Ruby	Lead/resource tchr.			
Jackson	Felecia	LSC member			
Jennings	Lynnette	Lead/resource tchr.			30-Jun-2010
Jones-Johnson	Lenda	LSC member			
Kenyatta	Anjail	Counselor/case mgr.		04-Apr-2011	
Kenyatta	Anjail	Counselor/case mgr.		14-Mar-2011	
Lawrence	Adrienne	CAO delegate			
Lewis	Vera	Special ed. faculty			30-Jun-2009
Onyeali	Amaechi	Lead/resource tchr.			
Perkins	L'Ouverture	Classroom tchr.			
Rooks	Wayne	Other			30-Jun-2010
Spaulding	Rosemary	Asst. Principal			
Washington	Gwane	Special ed. faculty			30-Jun-2010
Webb	Anna Yvonne	Lead/resource tchr.			30-Jun-2008

Involvement

TIP You cannot delete the pre-populated text within the boxes below. However, please enter additional information in the text box below the pre-populated answers.

- Please describe the district's peer review and approval process.

  For schools requiring school improvement plans as described in NCLB Title I Section 1116, the school improvement plan shall go through a three tiered review: First, it will be reviewed by the area office to whom the principal reports. Second, it will be reviewed by the Chief Education Office or designee. Third, it will be approved by the Chief Executive and the Board of Education. Additionally, the plan will be monitored on an on-going basis. Reports will be issued detailing the progress the school makes towards implementation of the plan and the correction of its educational deficiencies.

TIP Schools may add more information related to services or resources provided by the district in the open text box below.

- Specify the services and resources that the district has provided to revise your school improvement plan and other services the district will provide toward implementation of strategies and activities. (i.e., data analysis, identifying professional development needs for instruction, and analysis/revision of the school's budget).

  The OLSCR will continue to assist parents and their schools with their effort to better educate their children.Through our office we will continue to provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and numerous other workshops. CAOs along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; CAOs along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; CAOs will provide professional development and support to school based personnel on using data to improve instruction.

TIP You cannot delete the pre-populated text within the boxes below.

- Specify the services and resources that the state has provided to revise the plan and other services the district will provide toward implementation of strategies and activities.

  ISBE uses the Illinois Regional Support Providers (RESPRO) as its way of implementing the statewide System of Support. While this is usually accomplished through a contract with third party providers, CPS is it's own RESPRO. There is a three-tiered system of support for CPS schools with priority given to (1) schools in greatest need of improvement and in corrective action status, (2) schools in school improvement status, and (3) support schools that need assistance with school improvement but not on status. The purpose of the CPS RESPRO is to (1) review and analyze data; (2) collaborate with stakeholders; (3) assist schools identify services and resources that have the greatest likelihood of improving student achievement; (4) evaluate effectiveness of strategies and activities; and (5) make recommendations for improvement.

The School Support Team provides sustained and intensive support for those schools to make adequate yearly progress towards meeting Illinois Learning Standards.

- Please list the names of the following individuals assigned to your school-Area Instructional Officer, School Improvement Coordinator, Management Support Director, Literacy, Math, Science Coaches and any External Partners (Third Party Providers and Universities)

  Dr. Shawn K. Smith - Chief Area Officer
  Ms. Valeria Olds - Deputy, Management, Operations and Compliance
  Dr. Amy Zaher - Director of Instructional Coaching and Professional Development
  Dr. Ann Chavez - Deputy, Curriculum, Instruction and Assessment
  Mr. Garrett Seaman - Deputy, Instructional Technology, Assessment, and Data
  Mr. Michael McGehee - Technology and Attendance Coordinator
  Ms. Raashida Washington - School Improvement Coach
  Ms. Ronetta Wards - Director of School Reform & Support
  Ms. Sharice Cineus - Executive Assistant

TIP Use the box below to summarize how the SIPAAA Team gathered input from faculty and community stakeholders, throughout the SIPAAA process, while focusing on strategies and activities from stakeholders with expertise. Keep track of how many different people participated over the course of SIPAAA planning.

All staff (teachers, custodians, paraprofessionals, food service, administrators), LSC (local school council members) and stakeholders (parents, students, community) had an opportunity to meet as whole group, small groups and working groups to give input into the decision-making process.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	5	21	14	5	5	3	

Summary of Meetings

Meeting Date	Meeting Type	Description
01-Apr-2011	SIPAAA Team	Review, update SIPAAA
28-Mar-2011	Small group discussion	Outcome and process analysis
23-Mar-2011	Small group discussion	Outcome and process analysis
16-Apr-2010	Small group discussion	Priority goals
09-Apr-2010	Working group	Group outcome and process analysis
23-Mar-2010	Working group	Finalizing of If, Then Statements
22-Mar-2010	Working group	Development of If, Then Statements
11-Feb-2010	Working group	Professional Development-Entire Staff; Data Gathering
01-Feb-2010	Other	Business Service Center SIPAAA Meeting
26-Jan-2010	Other	From Mission to Action
22-Jan-2010	Small group discussion	Area 13 Data Analysis Support

Five Fundamentals Surveys

TIP Use the surveys in The SIPAAA Planning Toolkit to gather information for the process analysis section of the SIPAAA.

Number of Family Survey Responses: 50
Number of Student Survey Responses: 100
Number of Teacher Survey Responses: 22
Number of Staff Survey Responses: 16

Mission/Vision

TIP Engage the SIPAAA Team and other stakeholders in drafting or revisiting the school's mission (the "map for success") and its vision (the "snapshot of success").
TIP Enter the mission and vision in the spaces below.

Mission Statement:

To create, further develop, and sustain a solid foundation through Illinois Standard-based Curriculum from which all children will meet and/or exceed academically within a safe and secure educational setting. We will provide multiple support systems that will enhance a lifelong educational journey which encompasses leadership qualities, interpersonal skills, and technologically savvy learners!

Vision Statement:

To create a learning environment that prepares our students to excel academically and promote collaborative educational program opportunities in preparation for further educational endeavors. AT CARTER -- THROUGH COMMITMENT, CARING AND COMMUNITY, ALL OF OUR STUDENTS WILL BE ACHIEVERS!

Student Outcomes

Student Outcomes Strengths and Concerns

TIP Your school's outcome data are organized by the four Scorecard categories. Choose a category of data to analyze from the dropdown menu, print the page, and distribute the data to SIPAAA Team members or working groups for discussion and analysis. Include any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.

TIP The data below come from the Office of Research, Evaluation & Accountability. Subgroup data are omitted when there are fewer than 10 students in the reporting group.

Strengths:

Carter School's overall performance on the ISAT for 2010 was 56.7%. This was an increase of 24.6% over the year before. Our greatest gains for 2010 were is math: third grade increased by 21.9%, fifth grade by 19.9%, sixth grade by 21%, seventh grade by 2.9% and eighth grade by 7%. ISAT reading scores increased in grade 5 by 7%, grade 7 by 3.2% and grade 8, 2.4%. Our 8th graders scored 78.9% in reading in the meets category. Parental involvement on report card pick-up days combined with parental responses to requests for conferences was 96%. According to the parent survey, 91% of parents were satisfied that our school was performing adequately or above and 96% of parents indicated there was an opportunity for parent involvement.

Concerns:

Mobility continues to be an obstacle to student success rates. In 2010, it was 45.6% which directly relates to the late registration of students when the school year begins as well as students transferring in and out of the school. The students that we have in the beginning of the year show a dramatic change as the year proceeds. By the time we give the district-wide tests it becomes necessary to disaggregate the data of the students who stay at Carter. The homeless population has also increased due to the economy and this causes additional instability. The 3rd, 4th, and 6th graders did not show an increase in ISAT reading performance for 2010.

Student Outcomes (Elementary School)

Student Outcome	2009-2010 Score	Trends		
		2007-2008	2008-2009	2009-2010
Students Meeting or Exceeding State Standards for the Highest Grade Enrolled	76.30%	56.40%	71.60%	76.30%
Freshmen On-Track to Graduate	65.10%	69.20%	58.30%	65.10%

Academic Progress

Academic Progress Strengths and Concerns

- Briefly describe the relevant school-level assessment data you use to inform your school improvement decisions. What Strengths and weakness does this data show?

  DIBELS assessment reports for grades K thru 2 are given three times a year and teachers use progress monitoring to drive instruction. SCANTRON on-line reading and math assessments reports (which is given three times per year) are analyzed with grade level teachers as well as across grades for 3 through 8. The ISAT data is also used to make informed school improvement decisions. Explore is given to the 8th grade students. In 2009-10 school year, we implemented the Area CIF (Comprehensive Instructional Framework) for grades 3 through 5 in the content area of math. For 2010-11 school year middle school grade levels 6, 7, and 8, were added as well as CIF Science for 4th and 7th grade. We believe with continued implementation of CIF student achievement will increase.

- Please identify any internal or external factors that exist that may contribute to low achievement based on the data found on the Illinois School Report Card, the Dashboard, the REA website or local assessment data.

  High mobility still appears to contribute to low achievement for some students thereby impacting the entire school. While there is a decrease from last year, it is still high at 45.6%. Mobility for the state is 13%. Another factor is student attendance; while, we did increase to 92.1% but still lower than the 95% target. When analyzing attendance by grade level, the attendance for primary students is significantly lower in grades K through 2 (averaging in the 80+%) then students in the intermediate and middle school grades (3-8, 93%).

- After analyzing all of your data (see the Illinois School Report Card, the CPS Dashboard, the REA website and local assessments for more data), how could the district support the students with lowest achievement? What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

  District support:
  Area support team to continue to inservice and give workshops to staff in reading, math and writing, demonstrate and model best practices, assist in using data to plan instruction in classroom, specifically for differentiated instruction and effective grouping of students. The area office also offered support to improve math by instituting ST MIND for 3rd through 5th grade last year. For the school year 2010-11 all grades participated in JiJi, the ST Mind Institute Program. Training and funds were given to staff so teachers could implement the JiJi On-line program before, during and after school. We believe the continued implementation of this program will increase student achievement.
  Next Steps
  Teachers to implement strategies shared by area support team and administrative staff to monitor periodically and give timely feedback.
  Teachers to develop rigorous activities that motivate student learning.

- What does the below data tell you about student performance in your school? (Also see the Illinois School Report Card, the CPS Dashboard and the REA website for more data sources.) What strengths and weaknesses do these data show?

  Students have been making progress in moving from the bottom two quartiles in reading and math. However, staff need to concentrate efforts in developing rigorous and challenging lessons to move students from the meets to the exceeds category in reading, math and science.

- Please identify the areas of deficiency within your school based on your most recent AYP report. To check your AYP status, enter the REA website (click on the Accountability tab)
https://research.cps.k12.il.us/resweb/PageServlet?page=schoolprofile&class=profile.SchoolProfile

  Carter did not meet AYP this school year. The percent meeting/exceeding math standards increased 11.8 %; but, the reading meets/exceeds decreased by 3.5% with the overall ISAT performance at 56.7%. The state requirement was 77.5%.

Strengths:
Math scores significantly increased in all grades except 4th, the highest grades were 3rd and 8th with 70.6 and 73.7% respectively. ST Mind Institute, JiJi On-line Program has been credited with this success.

Concerns:
The allocation of resources to continue to create a culture of calm through the PBIS initiative thereby increasing student achievement.

Academic Progress (Elementary School)

Students Meeting or Exceeding State Standards

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
56.70%	50.50%	52.40%	56.70%

Students Meeting or Exceeding State Standards in Reading

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
52.40%	54.20%	55.90%	52.40%

ISAT Reading Trend Analysis

Grade Level	2007-2008	2008-2009	2009-2010
3rd Grade	44.40%	53.80%	41.20%
4th Grade	48.90%	46.20%	37.90%
5th Grade	33.30%	41.30%	46.30%
6th Grade	43.90%	53.60%	49.10%
7th Grade	76.50%	61.50%	63.20%
8th Grade	68.20%	76.50%	78.90%
All Grades	54.20%	55.90%	52.40%

ISAT Reading Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	42.90%	39.10%			41.20%				
4th Grade	37.50%	38.50%			39.30%				
5th Grade	47.40%	45.50%			46.30%				
6th Grade	39.30%	60.00%			49.10%				
7th Grade	61.10%	65.00%			63.20%				
8th Grade	58.80%	95.20%			78.90%				
All Grades	46.80%	58.10%			52.60%				7.10%

ISAT Reading Subtest Analysis

Grade	Vocab. Development	Reading Strategy	Reading Comprehension	Literature
3rd Grade	58.30%	44.30%	48.30%	55.60%
4th Grade	47.80%	51.70%	49.50%	52.10%
5th Grade	45.90%	60.40%	53.60%	46.30%
6th Grade	57.40%	52.80%	61.60%	53.90%
7th Grade	61.40%	46.70%	59.90%	62.30%
8th Grade	61.00%	64.20%	67.40%	76.70%
All Grades	55.70%	53.00%	56.80%	57.50%

Students Meeting or Exceeding State Standards in Mathematics

2009-2010 Score	2007-2008	2008-2009	2009-2010
64.00%	49.00%	52.20%	64.00%

ISAT Math Trend Analysis

Grade Level	2007-2008	2008-2009	2009-2010
3rd Grade	57.80%	48.70%	70.60%
4th Grade	55.30%	64.10%	58.60%
5th Grade	40.00%	43.50%	63.40%
6th Grade	46.30%	37.50%	58.50%
7th Grade	51.00%	56.40%	57.90%
8th Grade	44.80%	66.70%	73.70%
All Grades	49.00%	52.20%	64.00%

ISAT Math Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	75.00%	65.20%			70.60%				
4th Grade	60.00%	57.10%			57.10%				
5th Grade	63.20%	63.60%			63.40%				
6th Grade	57.10%	60.00%			58.50%				
7th Grade	55.60%	60.00%			57.90%				
8th Grade	70.60%	76.20%			73.70%				

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
All Grades	64.00%	64.00%			63.90%				25.90%

ISAT Math Subtest Analysis

Grade Level	Number Sense	Measurement	Algebra	Geometry	Data Anal, Statistic, & Probability
3rd Grade	54.20%	61.30%	62.40%	53.10%	46.70%
4th Grade	56.50%	53.30%	68.40%	46.10%	48.30%
5th Grade	40.50%	36.30%	52.80%	51.00%	52.40%
6th Grade	47.40%	38.90%	43.40%	54.90%	35.80%
7th Grade	34.20%	40.40%	47.50%	57.70%	48.80%
8th Grade	56.40%	37.80%	59.20%	49.00%	46.50%
All Grades	48.10%	44.80%	54.80%	52.40%	45.80%

Students Meeting or Exceeding State Standards in Science

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
45.60%	43.90%	40.30%	45.60%

ISAT Science Trend Analysis

Grade Level	2007-2008	2008-2009	2009-2010
4th Grade	34.00%	42.10%	30.00%
7th Grade	52.90%	38.50%	57.90%
All Grades	43.90%	40.30%	45.60%

ISAT Science Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
4th Grade	31.30%	28.60%			31.00%				
7th Grade	61.10%	55.00%			57.90%				
All Grades	47.10%	44.10%			46.30%				10.00%

ISAT Science Subtest Analysis

Grade Level	Sci/Tech/Soc	Earth and Space	Physical Science	Life Science	Science Inquiry
4th Grade	43.70%	49.30%	39.50%	45.50%	52.70%
7th Grade	45.70%	40.00%	46.20%	56.70%	53.90%
All Grades	44.80%	44.00%	43.30%	51.80%	53.40%

Students Exceeding State Standards

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
4.40%	4.20%	3.20%	4.40%

Students Exceeding Standards by Subject

Subjest	2007-2008	2008-2009	2009-2010
Reading	5.40%	3.00%	3.60%
Math	4.40%	4.40%	6.40%
Science	0.00%	0.00%	0.00%

Students Promoted from 3rd Grade

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
86.00%	88.90%	81.60%	86.00%

Promotion Rate by Grade Level

Grade Level	Year1	Year2	Year3
3rd Grade	88.90%	81.60%	86.00%
6th Grade	79.50%	81.00%	91.70%
8th Grade	95.10%	100.00%	100.00%

Students Making Expected Gains

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010

IMAGE, IAA Scores

Other Elementary Data	2007-2008	2008-2009	2009-2010
IAA	88.20%		

Student Connection

Student Connection Strengths and Concerns

Strengths:
The attendance rate for this school year averages 92.1% for grades K - 8. We have quarterly awards assemblies honoring students for perfect attendance, good citizenship, honor roll and academic excellence as well as participation in academic olympics and extracurricular activities inclusive of special needs students. This year we had a teacher-sponsor for after school science activities, an art club, before and after school ST Math for grades 3 - 5 and before school Algebra. Students have received certificates for the "Student of the Month"

Concerns:
Our primary concern is the low attendance for primary students. This group also contributes greatly to the high mobility rate along with their siblings across grade levels. Twenty-seven percent of our middle school students do not feel emotionally safe because of the teasing and bullying by others. With the training we are receiving from PBIS, our school-wide PAWS program and the assistance of our ancillary staff we should improve social skills through conflict resolution and problem-solving techniques. Strategies will be addressed in collaborative meetings and will be monitored by the administrative team to address academic rigor and engaging lessons that motivate student learning.

chosen by classroom teachers, mainly for good citizenship and improvement in academics and behavior. The Middle School Project for our 5th through 8th grade students is going quite well. The AVID Program, for 4th thru 8th grade students, teaches organizational skills. Suspensions reflect a downward trend; we are utilizing our ancillary staff (psychologist, social worker, case manager and nurse) as well as lead teachers to counsel students on an individual basis. The students have group sessions through PBIS (Positive Behavior Intervention and Supports). We have implemented PAWS (Be Prepared, Act Responsibly, Work Cooperative, Show Respect).
The student connection survey revealed 73% of our students feel safe at Carter, an increase of 3% from last year. Student support also increased from 88% to 95%.

Student Connection (Elementary School)

Student Connection

Student Connection	2009-2010 Score	Trends		
		2007-2008	2008-2009	2009-2010
Average Days Absent per Student	14.2	15.7	14.8	14.2
Students Reporting Participation in Extracurricular Activities		80.00%	64.00%	
Students Reporting a Safe and Respectful School Climate		71.00%	73.00%	
Students Reporting Academic Rigor		91.00%	79.00%	
Students Reporting Supportive Teachers and Staff		88.00%	95.00%	

Suspensions and Expulsions

Outcome	2007-2008	2008-2009	2009-2010
Suspensions	145	75	65
Expulsions	0	1	0

School Characteristics

Student Characteristics Strengths and Concerns

- Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

  The Cluster 4 Middle Grades Project has attributed significantly to student attendance with grades 5 through 8. The students are excited and motivated to come to school on a consistent basis. The concept of middle school has them focused and interested in receiving challenging

learning activities. The implementation of CIF (Comprehensive Instruction Framework) has enhanced instruction and student learning.

- In what ways, if any, have these attributes and challenges contributed to student performance results?

  Aligning the everyday math curriculum through CIF has enhanced teacher instruction along with on-line six week assessments allowing teachers to readily obtain student results to aid in planning and teaching.

Strengths:

To continue to increase student achievement, the following programs and activities were implemented:
Before school algebra tutoring
After school reading and math tutoring
ASAS for primary grades
Common planning periods
Professional development from reading coach and math coach
Before and after school ST Math (JiJi)
ST Math 3rd - 5th grade throughout the day
PBIS (Positive Behavior Interventions and Supports)
PAWS be Prepared, Act responsibly, Work cooperatively, Show respect) incentive program
8th grade MINT mentoring program
Academic Olympics
Extracurricular Activities

Concerns:

The need to have other curriculum area alignment with pacing charts to drive teaching and learning with planning time during the summer in preparation for the school year.

School Characteristics (Elementary School)

School Characteristic	2009-2010 Score	Trends		
		2007-2008	2008-2009	2009-2010
Number of National Board Certified Teachers	0	1	1	0
Average Days Absent per Teacher	7.1	7.3	7.4	7.1
School Cleanliness	B	B	B	B
Parents Reporting Satisfaction with the School		67.00%	81.00%	

Enrollment Data

Spa Year	Overall	Nativeam	Asian	Black	Hispanic	White	Red Lunch	ELL	Special Ed
2007-2008	456	0.40%	0.00%	98.50%	0.20%	0.00%	98.20%	0.00%	8.80%
2008-2009	441	0.00%	0.00%	100.00%	0.00%	0.00%	97.90%	0.50%	10.30%
2009-2010	419	0.00%	0.00%	99.80%	0.00%	0.20%	96.40%	0.00%	9.80%

Mobility Rate (from the State Report Card)

Mobility Rate	2007-2008	2008-2009	2009-2010
Overall Mobility Rate	61.40%	50.60%	45.60%

Detailed Mobility Patterns for 2005-06 (from the Consortium on Chicago School Research)

Pattern	Stability Rate	In Mobility Rate
School Year	82.60%	17.00%
Summer	77.50%	21.20%

Process Analysis

TIP Vastly improving schools demonstrate excellence in five process areas: Instruction, Instructional Leadership, Professional Capacity, Learning Climate, and Family & Community Involvement. Taken together, these five areas constitute the CPS whole-school improvement model known as the Five Fundamentals for School Success.

TIP Engage in discussions with faculty and community stakeholders to Five Fundamentals for School Success.

TIP The Consortium has prepared Individual School Reports that relate to the five Fundamentals. Go to here to learn more

Five Fundamentals: Instruction

TIP Use the section below to list the curricula your school is currently using in each content area. Entries are required for the core content areas: Reading, math, and science. This snapshot of district supported and other curricula will help you be reflective about your instructional practices.

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Other	Holt Literature (Interactive Readers)								X	X	X	X
Reading	Harcourt	SCRMA-StoryTown			X	X	X	X	X	X			
Writing	Writers' Workshop	Integration of Lucy Calkins' Units of Study	X										
Math	Everyday Math	Student materials, reference books, manipulatives and games kit		X	X	X	X	X	X	X			
Math	Math Thematics	Middle School Textbooks								X	X	X	X
Science	IES	Science units on earth systems								X	X		
Science	FOSS Kits	Science Systems			X	X	X	X	X	X			
Science	SEPUP	Science Kits										X	X
Science	SALI	Life Issues											X
Social Studies	Other	Current Events Publications	X										
Social Studies	Other	Prentice Hall Civics: Government & Economics in Action									X	X	X
Math	Carnegie	Algebra											X

Partner Name	Partner Description	# of Students
One Church, One School	Attendance Initiative	70
Coppin Church	Family Sponsorship	100
State Rep. Ken Dunkin	School and Community Support	450

TIP The Instruction self-assessment tool can help you identify next steps toward excellence for Instruction.

- Please identify any policies and practices that assist students who may be deficient in core academic subject areas (i.e., before/after school programs, common planning periods, targeted professional development, restructured school day).

  All members of the school community internalize the school's mission and vision. Students participate in meaningful and challenging tasks to ensure mastery, and are held accountable for their learning. Teachers have common planning time to analyze data, discuss and model successful strategies. School instructional leaders and teachers to use data to identify school-wide programmatic and professional development needs and achievement trends and adjust school plans.

- Please identify any instructional practices or strategies that you are utilizing to close the achievement gap between student with and without disabilities (i.e. differentiating instruction to meet the needs of students with disabilities, collaborative teaching models, implementation of academic interventions, etc...).

The following instructional practices and strategies are being utilized to increase student achievement:
ST MIND Institute
CIF - Curriculum Instructional Framework
PBIS - Positive Behavior Interventions and Supports
RtI - Response to Intervention
LRE - Least Restrictive Environment
Progress Monitoring
TRC - Text Reading Comprehension
Literacy Block - 90 minutes of Interactive reading, read alouds, whole group, guided reading, intervention and literacy stations
Educational experiences outside of the school building

TIP Record your findings from the self-assessment, surveys, and/or small group discussions below..

- Next Steps for Instruction:

Reading First has afforded our primary department with adequate books, reading materials and manipulatives for all students as well as providing a reading specialist and interventionist to support teachers and students in increasing student achievement through DIBELS assessment and progress monitoring. Best Practices are still being utilized in primary grades. Middle School through the Cluster 4 Middle Grades Project (C4MGP) for 6th through 8th grades (including some fifth grade students). Teachers have completed endorsements and certification in the areas of science and math. One teacher is now certified to teach Algebra I with the opportunity for students to receive high school credit for algebra and receive high quality instruction in the other content areas. General education and special education students have schedules for the content area subjects, pluse electives. There will be increased involvement in the AVID program and character development through the advisory period. All students are involved in cooperative learning; however teachers now need to effectively utilize the assessment data for differentiating instruction, modifying lessons in the classroom and for homework assignments. Teachers are involved in and need to rigorously continue collaborating across grades and content areas to increase engagement and active learning thereby strengthening instruction and student achievement. The reading and math specialists help teachers from pre-kindergarten through 8th grade to align their instruction to the standards relative to test data. Involvement of grades 3 through 8 with CIF in math and science curriculum. The principal, school staff and LSC conduct planning to assure that, to the maximum extent appropriate, students with disabilities are provided opportunities for integration with nondisabled peers.

Five Fundamentals: Instructional Leadership

TIP The Instructional Leadership self-assessment tool can help you identify next steps toward excellence for Instruction Leadership.
TIP Record your findings from the self-assessment, surveys, and/or small group discussions below.

Next Steps for Instructional Leadership:

The principal leads the instructional leadership team in monthly meetings to ensure that high expectations are the continued focal point of instruction. All team members are informed of best practices and research as they participate in various workshops and conferences throughout the month; ie, the CMSI meetings, Literacy workshops, Middle School Projects meetings, IMPACT workshops, Reading First Conferences, CIF and data assessment. All teachers (PreK thru 8) are involved in CMSI workshops as well as professional development inservices in school led by members of the leadership team. Teachers also have an opportunity to share (during these meetings) up-dated information they have acquired from out of school meetings and an opportunity to demonstrate successful lessons and/or projects they have presented in their classrooms to their colleagues. Staff committees are established and chaired by teachers for area-wide competitions, textbook/material selection, career day, etc. to maintain collaboration.

Five Fundamentals: Professional Capacity

TIP The Professional Capacity self-assessment tool can help you identify next steps toward excellence for Professional Capacity.

- What factors within your school's Professional Capacity self-assessment tool and School Characteristics data found in the Outcome Analysis-School Characteristics tab contributed to student performance results?

  All staff participate in school-wide professional development that is aligned to the school's priorities identified in the school improvement plan. The schedule includes grade-level and content-specific cross-grade planning time, which teachers use to problem-solve about improving instructional practices.

TIP Please note that you can edit the information within the teacher mentoring question below.

- Describe your teacher mentoring program

- Describe how the school will develop the capacity of both general and special education teachers to implement inclusive practices (i.e. common planning time, joint professional development etc...)

  General and special education teachers meet at least twice a week during grade level collaborative meeting time and cluster meetings (PreK - 5) and Middle School School content area meetings.

TIP Record your findings from the self-assessment, surveys, and/or small group discussions below.

- Next Steps for Professional Capacity:

  All grades have common planning times every week to collaborate, demonstrate successful lessons, and/or receive tips on implementing best practices in their classrooms from the reading specialists and math specialist. They also have received intensive training in LRE through outside consultants and the case manager. The Middle School teachers meet several days throughout the week with their grade level teams and also across content areas. Several teachers have continued their education by obtaining
  endorsements and/or certification in language arts, science and math. One teacher has successfully pursued a counseling certificate, four individuals have completed a masters degree and Type 75 program, one has enrolled in the National Board Certification Program and one is near completion of this program.

Five Fundamentals: Learning Climate

TIP The Learning Climate self-assessment tool can help you identify next steps toward excellence for Learning Climate.
TIP Record your findings from the self-assessment, surveys, and/or small group discussions below.

- Describe how the school plans to foster an inclusive learning climate (physical and social integration of students with and without disabilities).

  Carter School has established a school wide expectations incentive program through PBIS called Cougar PAWS implemented this spring. For the new school year, school wide expectations are to develop teaching plans for the beginning of the year to establish an on-going system for rewarding behavior expectations. The plan is to foster a learning climate to improve student connection in meeting the attendance target and increase a safe school environment to promote education.

- Next Steps for Learning Climate:

Through collaborative meetings, the Carter School Family realizes there is a need to develop students' social skills. This will enable them to interact socially with peers and society. As we are addressing many families with the need for students to improve their attendance, our partnership organizations have begun to also address student and peer interactions through small group and individual counseling and mentoring sessions. Our partners also supply students with necessary supplies for school, hats, gloves and scarfs for the winter months, food baskets for the families during the holiday seasons as well as student incentives for good citizenship, perfect attendance and honor roll. Through the AVID program, the staff is exposing students to the concepts of college and how to achieve your dreams by long-range planning. Staff members have begun to develop before and after-school programs such as dance, school newspaper, school store, student council and tutoring to address the interests of our student population. Staff, family and community are looking to create, cultivate and maintain an atmosphere that will eliminate a fear of failure, ridicule, low self-confidence, and low self-esteem in our students. Part-time police security has aided in the effectiveness of students feeling safe once they come
to school, therefore we wish to continue this endeavor and extend it through partnerships to address students social-emotional issues such as name calling and bullying behaviors.

Five Fundamentals: Family & Involvement

TIP Great schools build and maintain strong relationships with families and the community. Use the section below to list the groups that currently partner with your school.
TIP This snapshot highlights partnerships the school can use to continue to improve.
TIP The Family & Community Involvement self-assessment tool can help you identify next steps toward excellence for Family & Community Involvement.
TIP Use the section below to list the groups or individuals that currently partner with your school. Think about how you can build upon these partnerships to encourage school improvement.

- What factors within your school's Family and Community Involvement self-assessment tool contributed to student performance results?

  Through NCLB and LSC monthly meetings we are building and maintaining strong relationships with families and community. The leadership team offer training in the content areas to familiarize parents with the curriculum. Outside agencies also present workshops in areas of interest for the family and community during these meetings.

- Please describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in language the parents can understand.

  Parents receive monthly newsletters informing them of all school activities and information regarding Carter School's academic status. They also receive the Parent reports for benchmark and ISAT results for students in 3-8 grade, DIBELS results for K-3 and EXPLORE results for 8th graders.

Next Steps for Family & Community Involvement:

Parents and community have an opportunity to come to monthly LSC and NCLB meetings where information is provided regarding the school's core curriculum and extra curricular activities, as well as give input in the decision-making process for the school. They are invited to attend Reading First Night, Family Read & Math Night, and Awards Assemblies. There is also an annual 8th Grade Parent Meeting to inform parents of graduation procedures. Students are encouraged to participate in after school activities, i.e., basketball, cheerleading, academic competitions, student council, student newspaper, dance class. We hold yearly activities for the community such as Heritage Day, Career Day, College Day, etc. so students and parents can develop awareness of these events and build self-esteem.

Priorities / Categories

TIP Use the findings from the outcome and process analysis to identify areas of focus within your school. For each area of focus, choose a Category within the Category Type drop down of choices; enter a brief description of the Category in the Category Description field. Establish an Indicator of Success/Key Performance Indicator for each Category, and enter how the Category will be monitored in the Monitoring Process field.

TIP If your school did not meet AYP, include within the Category Description how you will focus on areas of deficiency as it relates to your AYP results.

TIP If you are choosing "Special Education" as a priority area, refer to your OSS Snapshot Scorecard and detailed reports to inform your Category Description and identify potential Indicators of Success/Key Performance Indicators.

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	Meet student achievement target in reading	Increase student achievement to meet/exceed state reading standards by 10%.	Through the Balanced Literacy program, we will provide professional development and support to all teachers. The Instructional Leadership Team will also monitor instruction and assist with using data to drive instruction and differentiate lessons.	
2	Mathematics	Meet student achievement target in math.	Increase student achievement to meet/exceed state math standards by 10%.	CMSI and the ILT will provide professional development & support for the continuation of CIF for grades 3-5 and introduce CIF for 6-8 grades; The ILT will analyze data and update data walls periodically; and, assist with utilizing data to ensure success for every student by differentiating our instruction.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Science	Meet student achievement target in science and improve usage of technology in the classroom.	Increase overall science scores by 10%.	The science program is standards based and aligned with our state goals and standardized test. CIF will be introduced to grades 4 & 7. CMSI will provide on-going professional development. The ILT will monitor & analyze data. Assessments are used to drive instruction for all students.	
4	Learning Climate / Safety	Improve student connection to the school particularly in meeting attendance targets and increase a safe school learning environment and other activities that promote learning opportunities.	Increase attendance rate to 92% and decrease suspensions by 25%.	We recognize our students for their successes monthly and quarterly to encourage them to continue to work hard and come to school everyday. Leadership team will monitor lessons to assure they are rigorous and stimulating to foster a want for learning. The guidance program will use character education to build positive student social and emotional skills. School-wide expectations through PBIS - Cougar PAWS incentives.	
5	Technology	Assure all students have access to computers for reading, science and math assessments and interventions.	Increase number of computers in classrooms; maintain 60 computers in labs.	The technology coordinator/business manager to maintain computer upkeep and monitor desktops and laptops for classroom usage and CIF, Scrantron and other classroom assessments.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
6	Family/Community Involve.	Build/maintain strong relationships with families and community	Increase communication between school and families about expectations and student progress by 5%.	Monitor and record monthly workshops and communication between school staff and families.	

Activities

TIP Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.

TIP Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.

TIP online Student Connection Toolkit for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).

TIP Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.

TIP Please indicate whether the activity takes place before, during or after the school within the Activity Description

TIP To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.

TIP If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Full School Day		X		Principal			INCOMPLETE		

Other - related activities

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	IEP Review teacher extended day bucket									
N	Provide school clerk extended day bucket		X		Principal			INCOMPLETE		
N	Provide ESP extended day bucket to support instruction during afterschool/Satur day instruction.		X		Principal			INCOMPLETE		
N	Purchase consultant to instruct staff on school climate		X		Principal			INCOMPLETE		22611.225.54125.221234.000703.2012_$ 0.00
N	Refreshments to support student activities and staff meetings that support student learning.			X	Principal			INCOMPLETE		22611.124.53205.113090.000121.2012_$ 0.00 + 22611.124.53205.256009.904003.2012_$ 0.00
N	Purchase .5 physical education teacher position		X		Principal	$42,554.00	$0.00	INCOMPLETE		
N	Provide caps and gowns and other graduation materials for eigth grade graduates.			X	Principal			INCOMPLETE		22611.124.53405.256009.904003.2012_$ 0.00
N	Staff PD Supplies (4%)			X	Principal	$16,332.68	$14,332.68	INCOMPLETE		22611.225.53405.221234.000703.2012_$ 0.00 + 22611.332.53405.221234.430106.2012_$ 0.00 + 22611.332.53405.221234.430119.2012_$ 0.00
N	Provide Engineer Overtime bucket (US Cellular funded)		X		Principal			INCOMPLETE		
N	unattached to		X		OMB Budget	$113,737.00	$0.00	INCOMPLETE		

Other - related activities

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	SIPAAA(positions)				Analyst					
N	purchase consultant to instruct staff on school climate			X	Principal	$3,000.00	$3,000.00	INCOMPLETE		22611.225.54125.221234.000703.2012_$0.00
N	Purchase School Clerk position		X		Principal			INCOMPLETE		
N	PURCHASE POSTAGE - DURING SCHOOL			X	BUSINESS MANAGER	$300.00	$300.00	INCOMPLETE		22611.225.53510.211210.000703.2012_$0.00
N	Purchase School Business Manager to manage school finances and to provide support for other instructional related programs and activities - During School		X		PRINCIPAL			INCOMPLETE		
N	Substitute cost for in-school grade level Professional Development- During School		X		ASST PRINCIPAL			INCOMPLETE		
N	PURCHASE MIDDLE SCHOOL SUPPLIES - DURING SCHOOL			X	BUSINESS MANAGER	$1,000.00	$1,000.00	INCOMPLETE		22611.225.53405.119060.000703.2012_$0.00
N	Continue to develop schedules for middle school students with AVID advisory and core content			X	MIDDLE SCHOOL COORDINATOR			INCOMPLETE		

Other - related activities

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	schedules. - During School									
N	Continue to prepare 8th to 9th Grade Transition by ensuring our students are academically prepared for graduation and selection of high schools. - During School			X	COUNSELOR			INCOMPLETE		
N	PURCHASE OFFICE SUPPLIES - DURING SCHOOL			X	BUSINESS MANAGER	$2,000.00	$5,075.49	INCOMPLETE		22611.225.53405.241006.000703.2012_$ 0.00 + 22611.225.53405.241006.000703.2012_$ 0.00
N	ARRA and Title II Funds: Please see approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		PRINCIPAL			INCOMPLETE		
N	PURCHASE SUPPLEMENTAL SOCIAL STUDIES BOOKS - DURING SCHOOL			X	BUSINESS MANAGER	$3,000.00	$3,000.00	INCOMPLETE		22611.225.53305.119061.000703.2012_$ 0.00 + 22611.225.53405.119061.000703.2012_$ 0.00
N	PURCHASE SCREENING MATERIALS FOR PRESCHOOL FOR ALL PROGRAM - During School			X	BUSINESS MANAGER			INCOMPLETE		

Other - related activities

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PAY FOR CONFERENCES FOR PRESCHOOL FOR ALL PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	PAY FOR PARENT MEETING SUPPLIES FOR PRESCHOOL FOR ALL PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER	$200.00	$0.00	INCOMPLETE		22611.225.53405.111048.000703.2012_$0.00
N	PAY FOR NUTRITION FOR PRESCHOOL FOR ALL PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER	$200.00	$0.00	INCOMPLETE		22611.225.53205.111048.000703.2012_$0.00
N	PAY FOR PUPIL ADMISSIONS FOR PRESCHOOL FOR ALL PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER	$900.00	$0.00	INCOMPLETE		22611.225.54505.111048.000703.2012_$0.00
N	PURCHASE BUSES FOR FIELD TRIPS FOR PRESCHOOL FOR ALL PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER	$600.00	$0.00	INCOMPLETE		22611.225.54210.111048.000703.2012_$0.00
N	PURCHASE INSTRUCTIONAL MATERIALS			X	BUSINESS MANAGER	$700.00	$0.00	INCOMPLETE		22611.225.53305.111048.000703.2012_$0.00

Other - related activities

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	FOR PRESCHOOL FOR ALL PROGRAM - DURING SCHOOL									
N	PAY FOR PREMIUM BUSINESS SERVICES- DURING SCHOOL			X	PRINCIPAL	$13,500.00	$0.00	INCOMPLETE		22611.225.54105.241017.000703.2012_$0.00
N	STUDENT TRANSPORTATION FOR EXTRACURRICULAR SPORTS ACTIVITIES - AFTERSCHOOL			X	BUSINESS MANAGER	$700.00	$700.00	INCOMPLETE		22611.225.54210.320020.000703.2012_$0.00
N	Provide substitute classroom coverage for teacher to attend Professional/Curriculum Development in-services and workshops - during school		X		Principal			INCOMPLETE		
N	School Bus Aide Position		X		Case Manager			INCOMPLETE		
N	PURCHASE MIDDLE GRADE LANGUAGE ARTS, MATH, SCIENCE AND SOCIAL SCIENCE TEACHER		X		PRINCIPAL	$113,630.00	$0.00	INCOMPLETE		
N	PURCHASE 1/2 MUSIC QUOTA TEACHER		X		PRINCIPAL	$37,961.00	$0.00	INCOMPLETE		

Other - related activities

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PAY FOR TRAVEL TO MIDDLE SCHOOL CONFERENCE - AFTER SCHOOL			X	PRINCIPAL			INCOMPLETE		
N	laptop replacement			X				INCOMPLETE		22611.124.55005.266402.012119.2012_$ 0.00

6 - Family/Community Involve.

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	ENCOURAGE PARENT INVOLVEMENT - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	REGISTRATION FOR PARENTS TO ATTEND THE NCLB ANNUAL CONFERENCE - AFTER SCHOOL			X	BUSINESS MANAGER	$1,292.00	$1,292.00	INCOMPLETE		22611.332.54505.390030.430128.2012_$ 0.00 + 22611.332.54505.390030.430115.2012_$ 0.00
N	PROVIDE REFRESHMENTS FOR PARENT MEETINGS - DURING SCHOOL			X	BUSINESS MANAGER	$763.25	$763.25	INCOMPLETE		22611.332.53205.390030.430128.2012_$ 0.00 + 22611.332.53205.390030.430115.2012_$ 0.00
N	PROVIDE SUPPLIES AND MATERIALS FOR PARENT MEETINGS,			X	BUSINESS MANAGER	$1,000.00	$1,000.00	INCOMPLETE		22611.332.53405.390030.430115.2012_$ 0.00 + 22611.332.53405.390030.430128.2012_$ 0.00

6 - Family/Community Involve.

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	EVENTS AND TRAINING SESSIONS - AFTER SCHOOL									
N	PROVIDE PROGRAMS TO MOTIVATE STUDENTS THROUGH PARENT COMMUNITY INVOLVEMENT - AFTER SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	PURCHASE QUOTA COUNSELOR		X		PRINCIPAL	$101,949.00	$0.00	INCOMPLETE		
N	PURCHASE QUOTA CLERK		X		PRINCIPAL	$79,500.00	$0.00	INCOMPLETE		

5 - Technology

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PURCHASE CLASSROOM COMPUTERS - DURING SCHOOL			X	TECHNOLOGY COORDINATOR	$9,000.00	$39,000.00	INCOMPLETE		22611.225.55005.119068.000703.2012_$0.00 + 22611.225.55005.119068.000703.2012_$0.00
N	REPAIR AND MAINTENANCE FOR COPIER MACHINES - DURING SCHOOL			X	BUSINESS MANAGER	$13,900.00	$13,900.00	INCOMPLETE		22611.225.56105.241006.000703.2012_$0.00
N	Contractual services for			X	BUSINESS MANAGER			INCOMPLETE		

5 - Technology

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	repair and maintenance of computers through Tech XL - During School									
N	Fund Tech XL Network Support Fee using SGSA funds - During School			X	BUSINESS MANAGER			INCOMPLETE		

1 - Literacy

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide reading subscriptions to support student learning.			X	Principal			INCOMPLETE		22611.332.54505.119015.430119.2012_$ 0.00
N	Provide elmo projectors and LCD panels to support instruction.			X	Principal			INCOMPLETE		22611.225.55005.119015.000703.2012_$ 0.00
N	Provide teacher extended day bucket to increase instructional time.		X		Principal			INCOMPLETE		
N	Provide substitute coverage during instructional assessments (DIBBELS, M CLASS, TRC, etc.)		X		Principal			INCOMPLETE		
N	PURCHASE SUBS FOR		X		PRINCIPAL			INCOMPLETE		

1 - Literacy

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	RESPONSE TO INTERVENTION									
N	PURCHASE SGSA READING SUPPLIES - DURING SCHOOL			X	BUSINESS MANAGER	$2,000.00	$2,000.00	INCOMPLETE		22611.225.53405.119015.000703.2012_$0.00
N	STUDENT TRANSPORTATION FOR FIELD TRIPS RELATED TO CURRICULUM - SGSA - DURING SCHOOL			X	BUSINESS MANAGER	$2,000.00	$5,000.00	INCOMPLETE		22611.225.54210.119015.000703.2012_$0.00 + 22611.225.54210.119015.000703.2012_$0.00
N	STUDENT ADMISSIONS FOR FIELD TRIPS RELATED TO CURRICULUM - DURING SCHOOL			X	BUSINESS MANAGER	$2,429.00	$2,429.00	INCOMPLETE		22611.225.54505.119015.000703.2012_$0.00
N	PURCHASE SUPPLIES FOR AVID READING PROGRAM - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	PURCHASE SUPPLIES FOR FAMILY READING NIGHT - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	SUBSTITUTE COVERAGE FOR PEER OBSERVATION AND SCHOOL VISITS - DURING		X		BUSINESS MANAGER			INCOMPLETE		

1 - Literacy										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	SCHOOL									
N	SUBSTITUTE COVERAGE FOR AVID TRAINING - DURING SCHOOL		X		BUSINESS MANAGER			INCOMPLETE		
N	SUBSTITUTE COVERAGE FOR GUIDANCE - DURING SCHOOL		X		BUSINESS MANAGER			INCOMPLETE		
N	PROVIDE EXTENDED DAY FOR TEACHERS TO PROVIDE READING INSTRUCTION DURING AFTERSCHOOL AND SATURDAYS		X		ASST PRINCIPAL			INCOMPLETE		
N	Continue to supply assisted technology materials to support students in LRE - During School			X	BUSINESS MANAGER			INCOMPLETE		
N	Purchase Paraprofessional to support instruction in the classroom and school-wide learning climate - Before School		X		BUSINESS MANAGER			INCOMPLETE		
N	Travel to Middle School Conference - After School			X	LEAD TEACHER			INCOMPLETE		

1 - Literacy

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Registration for Middle School Conference - After School			X	LEAD TEACHER			INCOMPLETE		
N	Purchase AVID Teacher Stipend for Saturday Training - After School		X		PRINCIPAL			INCOMPLETE		
N	Pay AVID Membership fee - During School			X	PRINCIPAL			INCOMPLETE		
N	Purchase professional books for staff resource library. - After School			X	ASST PRINCIPAL	$600.00	$600.00	INCOMPLETE		22611.225.53305.221234.000703.2012_$ 0.00
N	Continue to provide common planning time for grade levels to align reading curriculum and design rigorous learning activities for differentiated instruction for all students. - During School		X		LEAD TEACHERS			INCOMPLETE		
N	Purchase Reduced Class Size K-3 Teacher - During school		X		PRINCIPAL	$76,884.00	$0.00	INCOMPLETE		
N	PURCHASE NCLB READING SUPPLIES - DURING SCHOOL			X	BUSINESS MANAGER	$1,523.00	$1,523.00	INCOMPLETE		22611.332.53405.119015.430106.2012_$ 0.00 + 22611.332.53405.119015.430119.2012_$ 0.00
N	PURCHASE NCLB SUPPLEMENTAL READING BOOKS-DURIN			X	BUSINESS MANAGER	$2,000.00	$2,000.00	INCOMPLETE		22611.332.53305.119015.430106.2012_$ 0.00 + 22611.332.53305.119015.430119.2012_$ 0.00

1 - Literacy

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	G SCHOOL									
N	PURCHASE SUPPLEMENTAL SGSA READING BOOKS SGSA - DURING SCHOOL			X	BUSINESS MANAGER	$6,000.00	$6,000.00	INCOMPLETE		22611.225.53305.119015.000703.2012_$0.00
N	SCRMA Summer Teacher Extended Day		X		BUSINESS MANAGER			INCOMPLETE		
N	PURCHASE ASSESSMENTS BOOKS TO PREPARE STUDENTS FOR TESTING - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	PAY FOR TEACHERS TO INSTRUCT SUMMER SCHOOL CLASSES - DURING SCHOOL		X		BUSINESS MANAGER			INCOMPLETE		
N	PAY FOR REGISTRATION FOR READING CONFERENCE - AFTER SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		22611.332.54505.221235.430119.2012_$0.00
N	PAY FOR TRAVEL TO READING CONFERENCE - AFTER SCHOOL - AFTER SCHOOL			X	LEAD TEACHERS			INCOMPLETE		
N	PROVIDE		X		ASSISTANT	$2,435.00	$0.00	INCOMPLETE		

1 - Literacy

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	PROFESSIONAL DEVELOPMENT EXTENDED DAY FOR TEACHERS - AFTER SCHOOL				PRINCIPAL					
N	PURCHASE PRIMARY GR 1-3 QUOTA TEACHER		X		PRINCIPAL	$199,712.00	$0.00	INCOMPLETE		
N	REGISTRATION FOR RESPONSE TO INTERVENTION WORKSHOP FOR TEACHER PROFESSIONAL DEVELOPMENT			X	PRINCIPAL			INCOMPLETE		
N	PURCHASE 1/2 KINDERGARTEN QUOTA TEACHER		X		PRINCIPAL	$107,052.00	$0.00	INCOMPLETE		
N	PURCHASE 1/2 KINDERGARTEN SGSA TEACHER		X		PRINCIPAL			INCOMPLETE		
N	PURCHASE GR 1-5 QUOTA TEACHER		X		PRINCIPAL	$450,720.00	$0.00	INCOMPLETE		
N	PURCHASE MIDDLE GRADE LANGUAGE ARTS, MATH, SCIENCE AND SOCIAL SCIENCE TEACHER		X		PRINCIPAL	$112,776.00	$0.00	INCOMPLETE		
N	PURCHASE K-8 LITERACY INTERVENTION IST		X		PRINCIPAL	$100,926.00	$0.00	INCOMPLETE		

1 - Literacy										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PURCHASE SPECIAL ED PRIMARY-INTERMEDIATE TEACHER		X		PRINCIPAL	$190,616.00	$0.00	INCOMPLETE		
N	PURCHASE SPECIAL ED MIDDLE GRADE TEACHER		X		PRINCIPAL			INCOMPLETE		
N	PURCHASE SPECIAL ED LEARNING DISABILITY RESOURCE TEACHER		X		PRINCIPAL	$122,480.00	$0.00	INCOMPLETE		
N	PURCHASE SCHOOL LIBRARIAN QUOTA TEACHER		X		PRINCIPAL	$114,877.00	$0.00	INCOMPLETE		
N	PURCHASE SPECIAL ED QUOTA TEACHERS AIDE		X		PRINCIPAL	$148,037.00	$0.00	INCOMPLETE		
N	PURCHASE QUOTA INT-UPPER TEACHER/ASST PRINCIPAL		X		PRINCIPAL	$155,739.00	$0.00	INCOMPLETE		
N	PURCHASE QUOTA PRINCIPAL		X		PRINCIPAL	$188,008.00	$0.00	INCOMPLETE		
N	Purchase K-8 Literacy Coach.		X		Principal			INCOMPLETE		

2 - Mathematics

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PURCHASE MIDDLE GRADE LANGUAGE ARTS, MATH, SCIENCE AND SOCIAL SCIENCE TEACHER		X		PRINCIPAL	$90,415.00	$0.00	INCOMPLETE		
N	PURCHASE MIND INSTITUTE LICENSE - DURING SCHOOL			X	BUSINESS MANAGER	$8,000.00	$8,000.00	INCOMPLETE		22611.332.54505.119016.430119.2012_$0.00 + 22611.332.54505.119016.430106.2012_$0.00 + 22611.225.54505.119016.000703.2012_$0.00
N	PROVIDE EXTENDED DAY FOR TEACHERS TO GIVE JIJI MATH INSTRUCTION - BEFORE/AFTER SCHOOL		X		LEAD TEACHER			INCOMPLETE		
N	PURCHASE ALGEBRA SITE LICENSE			X	LEAD TEACHER	$1,000.00	$1,000.00	INCOMPLETE		22611.332.54505.119016.430119.2012_$0.00 + 22611.332.54505.119016.430106.2012_$0.00
N	PURCHASE SGSA MATH SUPPLIES			X	LEAD TEACHER	$2,167.50	$2,167.50	INCOMPLETE		22611.225.53405.119016.000703.2012_$0.00
N	PROVIDE TEACHER EXTENDED DAY FOR ALGEBRA INSTRUCITON - BEFORE/AFTER SCHOOL		X		PRINCIPAL	$2,435.00	$0.00	INCOMPLETE		
N	PURCHASE NCLB SUPPLEMENTAL MATH BOOKS - DURING SCHOOL			X	BUSINESS MANAGER	$5,000.00	$1,714.98	INCOMPLETE		22611.332.53305.119016.430119.2012_$0.00 + 22611.332.53305.119016.430106.2012_$0.00
N	PURCHASE			X	BUSINESS			INCOMPLETE		

2 - Mathematics

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	SGSA SUPPLEMENTAL MATH BOOKS - DURING SCHOOL				MANAGER					
N	PROVIDE SUBSTITUTE COVERAGE FOR MATH PROFESSIONAL DEVELOPMENT - DURING SCHOOL		X		LEAD TEACHER			INCOMPLETE		
N	SUPPLIES FOR FAMILY MATH NIGHT - AFTER SCHOOL			X	BUSINESS MANAGER	$1,500.00	$1,500.00	INCOMPLETE		22611.225.53405.119016.000703.2012_$0.00 + 22611.332.53405.119016.430119.2012_$0.00 + 22611.332.53405.119016.430106.2012_$0.00
N	TEACHER EXTENDED DAY FOR MATH INSERVICES - AFTERSCHOOL		X		LEAD TEACHER			INCOMPLETE		
N	PAY FOR TRAVEL TO MATH CONFERENCE - AFTERSCHOOL			X	LEAD TEACHER			INCOMPLETE		
N	PAY FOR MATH CONFERENCE REGISTRATION - AFTER SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	PROVIDE EXTENDED DAY FOR TEACHERS TO INSTRUCT MATH IN THE ASC AFTERSCHOOL PROGRAM		X		LEAD TEACHER			INCOMPLETE		
N	PROVIDE		X		LEAD			INCOMPLETE		

2 - Mathematics

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	SUBSTITUTES FOR K-5 CMSI PROFESSIONAL DEVELOPMENT - DURING SCHOOL				TEACHER					
N	Purchase Lead Mathematics Teacher - During School		X		PRINCIPAL			INCOMPLETE		

3 - Science

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase Reduced Class Size 4-8 Teacher - During School		X		PRINCIPAL			INCOMPLETE		
N	Encourage science fair participation through before school and/or after school preps for all students. - Before and After School		X		LEAD TEACHER			INCOMPLETE		
N	PURCHASE SGSA SCIENCE SUPPLIES - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	PURCHASE NCLB SCIENCE SUPPLIES - DURING SCHOOL			X	BUSINESS MANAGER	$2,000.00	$2,000.00	INCOMPLETE		22611.332.53405.119017.430106.2012_$ 0.00 + 22611.332.53405.119017.430119.2012_$ 1.35

3 - Science

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	TO PAY FOR ADMISSION TO SCIENCE FIELD TRIPS - DURING SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	PAY FOR REGISTRATION FOR SCIENCE CONFERENCE - AFTER SCHOOL			X	BUSINESS MANAGER			INCOMPLETE		
N	PAY FOR TRAVEL TO SCIENCE CONFERENCE - AFTER SCHOOL			X	LEAD TEACHER			INCOMPLETE		
N	SUBSTITUTE COVERAGE FOR SCIENCE INSERVICES/WORKSHOPS - DURING SCHOOL		X		LEAD TEACHER			INCOMPLETE		

CO Default - CO Default

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of		X		OMB Budget Analyst			INCOMPLETE		

CO Default - CO Default

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Title II - Teacher Quality									
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst	$6,742.96	$0.00	INCOMPLETE		22611.124.57405.254905.002239.2012_$0.00 + 22611.124.57940.111001.002239.2012_$0.00 + 22611.124.57940.113090.904003.2012_$0.00 + 22611.124.52130.266209.000348.2012_$0.00 + 22611.124.57405.266209.000348.2012_$0.00 + 22611.124.52400.254905.002239.2012_$0.00
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		22611.115.54215.241013.000000.2012_$0.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	$45,734.00	$0.00	INCOMPLETE		
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/material			X	OMB Budget			INCOMPLETE		

CO Default - CO Default

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	s for tuition based programs				Analyst					
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		22611.225.57940.119020.000703.2012_$ 0.00 + 22611.332.57940.119031.430106.2012_$ 0.00 + 22611.332.57940.390030.430115.2012_$ 0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-sal ary)			X	OMB Budget Analyst			INCOMPLETE		22611.225.57940.119021.000703.2012_$ 0.00 + 22611.331.55005.390030.430103.2012_$ 0.00 + 22611.332.54125.390030.430115.2012_$ 0.00 + 22611.332.53205.390030.430115.2012_$ 0.00 + 22611.332.57940.390030.430115.2012_$ 0.00 + 22611.332.53405.390030.430115.2012_$

CO Default - CO Default										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										0.00 + 22611.331.57940.390030.430103.2012_$ 0.00 + 22611.331.53405.390030.430103.2012_$ 0.00 + 22611.115.54215.241013.000000.2012_$ 0.00 + 22611.124.54105.113090.000121.2012_$ 0.00 + 22611.124.57940.256009.904003.2012_$ 0.00
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		22611.115.55005.254403.000000.2012_$ 0.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		22611.115.53405.119035.000000.2012_$ 0.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		22611.115.53305.119035.000000.2012_$ 0.00
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		22611.332.53405.125007.430125.2012_$ 0.00 + 22611.115.53405.150006.000000.2012_$ 0.00 + 22611.332.54505.125007.430116.2012_$ 0.00
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE		X		OMB Budget Analyst			INCOMPLETE		

CO Default - CO Default

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	grant									
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		22611.115.53305.223012.000000.2012_$ 0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engin		X		OMB Budget			INCOMPLETE		

CO Default - CO Default

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	eer				Analyst					
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		22611.115.55005.119035.000000.2012_$ 0.00 + 22611.115.56105.119035.000000.2012_$ 0.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		

CO Default - CO Default

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Lunchroom position(s)		X		OMB Budget Analyst	$98,389.00	$0.00	INCOMPLETE		
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		

3 - Science

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	EXTENDED DAY FOR SCIENCE WORKSHOPS AND TRAINING - AFTER SCHOOL		X		LEAD TEACHER			INCOMPLETE		
N	PURCHASE SGSA SUPPLEMENTAL INSTRUCTIONAL MATERIALS TO SUPPORT SCIENCE INSTRUCTION - DURING SCHOOL			X	BUSINESS MANAGER	$1,000.00	$1,000.00	INCOMPLETE		22611.225.53305.119017.000703.2012_$0.00
N	PURCHASE NCLB SUPPLEMENTAL INSTRUCTIONAL MATERIALS TO SUPPORT SCIENCE INSTRUCTION - DURING SCHOOL			X	BUSINESS MANAGER	$510.00	$6,947.67	INCOMPLETE		22611.332.53305.119017.430106.2012_$0.00 + 22611.332.53305.119017.430119.2012_$0.00 + 22611.332.53305.119017.430119.2012_$0.00
N	PURCHASE MIDDLE GRADE LANGUAGE ARTS, MATH, SCIENCE AND SOCIAL SCIENCE TEACHER		X		PRINCIPAL	$110,179.00	$0.00	INCOMPLETE		

4 - Learning Climate / Safety

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PAY FOR SUPPLIES TO ADDRESS THE NEEDS OF HOMELESS STUDENTS - DURING SCHOOL			X	BUSINESS MANAGER	$5,000.00	$5,000.00	INCOMPLETE		22611.225.53405.111069.000703.2012_$0.00
N	PURCHASE POLICE SECURITY - DURING SCHOOL		X		BUSINESS MANAGER			INCOMPLETE		
N	PROVIDE STUDENT INCENTIVE PRIZES, AWARDS AND GIFT CERTIFICATES FOR PBIS - DURING SCHOOL			X	BUSINESS MANAGER	$2,500.00	$2,500.00	INCOMPLETE		22611.225.53405.211210.000703.2012_$0.00
N	PLANNING DURING THE SUMMER FOR TEACHERS TO DEVELOP LONG RANGE PLANS - BEFORE SCHOOL		X		PRINCIPAL			INCOMPLETE		
N	PARTICIPATION IN PLANNING TIME FOR CAREER SERVICE PERSONNEL DURING THE SUMMER - BEFORE SCHOOL		X		PRINCIPAL			INCOMPLETE		
N	PROVIDE SECURITY COVERAGE		X		BUSINESS MANAGER	$2,029.00	$0.00	INCOMPLETE		

4 - Learning Climate / Safety

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	FOR AFTERSCHOOL PROGRAMS - AFTERSCHOOL									
N	PROVIDE EXTENDED DAY FOR INSTRUCTIONAL LEADERSHIP TEAM		X		PRINCIPAL	$5,072.00	$0.00	INCOMPLETE		
N	PROVIDE STUDENT INCENTIVE FOOD FOR PBIS - DURING SCHOOL			X	PRINCIPAL	$1,000.00	$1,683.84	INCOMPLETE		22611.225.53405.212041.000703.2012_$0.00 + 22611.124.53405.113090.904003.2012_$0.00
N	EXTENDED DAY FOR INSTRUCTIONAL LEADER TO COMPLETE DATA		X		PRINCIPAL			INCOMPLETE		
N	Purchase School Assistant position to support school office and other instructional related programs & activities.		X		Principal			INCOMPLETE		
N	PURCHASE QUOTA ENGINEER		X		PRINCIPAL			INCOMPLETE		
N	PURCHASE QUOTA CUSTODIAN		X		PRINCIPAL	$110,670.00	$0.00	INCOMPLETE		
N	Provide admissions costs for students to attend incentive field trips that support and reward good attendance			X	Principal			INCOMPLETE		

4 - Learning Climate / Safety										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	behaviors									

Operations - Operations O&M										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		22611.225.54105.266408.000703.2012_$ 0.00
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		22611.230.54405.254501.000000.2012_$ 0.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		22611.312.53205.256009.000000.2012_$ 0.00 + 22611.312.53210.256009.000000.2012_$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		22611.230.54105.254020.000000.2012_$ 0.00 + 22611.230.54105.254027.000000.2012_$ 0.00 + 22611.230.54105.254021.000000.2012_$ 0.00 + 22611.230.54105.254002.000000.2012_$ 0.00 + 22611.230.54105.254022.000000.2012_$ 0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		22611.230.56105.254002.000000.2012_$ 0.00 + 22611.230.56105.254035.000000.2012_$

Operations - Operations O&M

ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										0.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		22611.230.53405.254002.000000.2012_$ 0.00 + 22611.230.53405.254002.000000.2012_$ 0.00
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		22611.230.53105.254002.000000.2012_$ 0.00 + 22611.230.53115.254002.000000.2012_$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		22611.230.53125.254002.000000.2012_$ 0.00 + 22611.230.53120.254002.000000.2012_$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		22611.230.53306.254901.000000.2012_$ 0.00 + 22611.230.54125.254901.000000.2012_$ 0.00 + 22611.230.53306.266407.000000.2012_$ 0.00 + 22611.230.54125.266410.000000.2012_$ 0.00 + 22611.230.54125.009574.000000.2012_$ 0.00 + 22611.230.56105.266414.000000.2012_$ 0.00 + 22611.230.54125.266407.000000.2012_$ 0.00 + 22611.230.54125.266402.000000.2012_$ 0.00 + 22611.230.53306.009573.000000.2012_$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		

11-0824-ED2

August 24, 2011

APPROVE UPDATES TO THE 2010-2012 SCHOOL IMPROVEMENT PLANS AND RELATED BUDGETS FOR SCHOOLS ON PROBATION AND FOR SCHOOLS WITH SCHOOL IMPROVEMENT STATUS

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

Approve updates to the 2010-2012 School Improvement Plans for Advancing Academic Achievement (SIPAAAs) and related budgets for Fiscal Year 2012 for schools on probation and for schools with state or federal school improvement status.

DESCRIPTION: The Chief Executive Officer is requesting approval of updates to the 2010-2012 SIPAAAs for correcting academic deficiencies and related FY2012 school budgets for the schools noted on the attached Exhibit A. In accordance with CPS's annual budget cycle, each school's 2-year SIPAAA (originally approved by the Board under Board Report 10-1215-ED4) has been updated for the second year and related budgets have been developed. These schools are currently on probation and/or are in school improvement status. Exhibit A excludes schools that closed at the end of the 2010-2011 school year and charter and contract schools, which will have SIPAAA updates approved through a subsequent Board action.

The SIPAAAs were developed pursuant to Sections 5/2-3.25d and 5/34-2.4 of the Illinois School Code. Board approval of school improvement plans is required for schools designated by the Illinois State Board of Education (ISBE) as being in school improvement status pursuant to Section 5/2-3.25d. These plans include specific steps that the Local School Councils and school staff must take to correct deficiencies and specific objective criteria by which the schools' subsequent progress shall be judged.

Individual SIPAAAs were updated collaboratively at each school with the assistance of the Chief Area Offices or AMPS Office, the Office of Management and Budget, Local School Councils, parent and community representatives, and school personnel. Each school's SIPAAA includes specific expenditures–aligned with FY2012 budgets–directly calculated to correct educational and operational deficiencies that resulted in the school being placed on probation or in school improvement status. Schools appended to the SIPAAA, as applicable, a Parent Compact and Parent Involvement Policy, a technology plan, an attendance plan and, for high schools, an Advanced Placement (AP) plan.

Once submitted to the Area Offices or AMPS Office, SIPAAA updates were reviewed to ensure that: areas in need of improvement were addressed, the stated targets and activities were consistent with trend analyses and analysis of current conditions, instruction was the focus, and plans were supported by schools' discretionary school improvement (state and federal) funds.

Monitoring of and support for these SIPAAAs will be the responsibility of the respective Chief of Schools with the assistance of the Office of Management and Budget, the Chief Instructional Office, and the Office of Grants Management and Administration. The Chief of Schools is authorized to modify a probation school's SIPAAA as necessary to correct deficiencies throughout the school year.

Copies of the fully executed SIPAAAs are available in the office of each school's Chief of Schools.

FINANCIAL: Within budgetary appropriations.

11-0824-ED2

Approved for Consideration:

Jennifer Cheatham
Chief Instructional Officer

Approved:

Jean-Claude Brizard
Chief Executive Officer

Within Appropriation:

Melanie A. Shaker
Interim Chief Financial Officer

Approved as to legal form:

Patrick J. Rocks
General Counsel

Exhibit A: Schools Requiring Board of Education Approval of School Improvement Plan for Advancing Academic Achievement (SIPAAA)

School ID	ISBE ID	School Name	2010-2011 Probation Status	2010-2011 Federal Improvement Status	2010-2011 State Improvement Status
609695	150162990250001	Roald Amundsen High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609698	150162990250003	William J Bogan High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609760	150162990250006	George Washington Carver Military Academy HS	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
609702	150162990250008	Richard T Crane Technical Preparatory HS	Probation	Restructuring Implementation	Academic Watch Status Year 7
609704	150162990250011	David G Farragut Career Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609705	150162990250012	Christian Fenger Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609708	150162990250013	Edwin G Foreman High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609709	150162990250015	Gage Park High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609710	150162990250016	John M Harlan Community Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609711	150162990250017	William Rainey Harper High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609712	150162990250019	Emil G Hirsch Metropolitan High School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609741	150162990250020	Gurdon S Hubbard High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
609713	150162990250021	Hyde Park Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609715	150162990250022	Thomas Kelly High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
609716	150162990250023	Kelvyn Park High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609718	150162990250024	John F Kennedy High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609746	150162990250025	Kenwood Academy High School	Not on Probation	Choice	Academic Early Warning Year 1
609719	150162990250026	Lake View High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
609723	150162990250029	John Marshall Metropolitan High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609724	150162990250030	Stephen T Mather High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609725	150162990250031	Morgan Park High School	Not on Probation		Academic Watch Status Year 4
609727	150162990250034	Wendell Phillips Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609728	150162990250035	Theodore Roosevelt High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609729	150162990250036	Carl Schurz High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609730	150162990250037	Nicholas Senn High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609751	150162990250039	Dr Martin Luther King Jr College Prep HS	Not on Probation	Choice	Academic Watch Status Year 3
609732	150162990250041	Charles P Steinmetz Academic Centre High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609733	150162990250042	Roger C Sullivan High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609734	150162990250043	William Howard Taft High School	Not on Probation		Academic Watch Status Year 7
609735	150162990250044	Edward Tilden Career Community Academy HS	Probation	Restructuring Implementation	Academic Watch Status Year 9
609737	150162990250046	Friedrich W von Steuben Metropolitan Science HS	Not on Probation		Academic Watch Status Year 3
609738	150162990250047	Lincoln Park High School	Not on Probation		Academic Watch Status Year 5
609739	150162990250048	George Washington High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609740	150162990250049	Wells Community Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609674	150162990250526	Chicago Vocational Career Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
610370	150162990250529	Best Practice High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609676	150162990250531	Paul Laurence Dunbar Career Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609679	150162990250534	Charles Allen Prosser Career Academy High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
609682	150162990250536	Ellen H Richards Career Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609692	150162990250537	Neal F Simeon Career Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609761	150162990250543	George H Corliss High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609759	150162990250545	Roberto Clemente Community Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609722	150162990250616	Manley Career Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609756	150162990250617	Marie Sklodowska Curie Metropolitan High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609762	150162990250763	Percy L Julian High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609707	150162990250766	Paul Robeson High School	Probation	Restructuring Implementation	Academic Watch Status Year 9

School ID	ISBE ID	School Name	2010-2011 Probation Status	2010-2011 Federal Improvement Status	2010-2011 State Improvement Status
609764	150162990250767	Benito Juarez Community Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609753	150162990250772	Chicago High School for Agricultural Sciences	Not on Probation		Academic Watch Status Year 1
609694	150162990250779	John Hancock College Preparatory High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609726	150162990250788	Gwendolyn Brooks College Preparatory Academy HS	Not on Probation	Choice	Academic Early Warning Year 1
609754	150162990250795	Chicago Military Academy High School	Not on Probation	Restructuring Planning	Academic Watch Status Year 5
609736	150162990250798	Dyett High School	Probation	Restructuring Implementation	Academic Watch Status Year 5
609768	150162990250799	Hope College Preparatory High School	Probation	Restructuring Implementation	Academic Watch Status Year 3
610304	150162990250803	Phoenix Military Academy High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
610297	150162990250806	High School of Leadership at South Shore	Probation	Restructuring Implementation	Academic Watch Status Year 4
610357	150162990250818	Spry Community Links High School	Not on Probation	Corrective Action	Academic Watch Status Year 1
610340	150162990250820	Chicago Academy High School	Not on Probation	Corrective Action	Academic Watch Status Year 1
610323	150162990250824	New Millennium High School of Health at Bowen	Probation	Corrective Action	Academic Watch Status Year 1
609691	150162990250825	North-Grand High School	Probation	Corrective Action	Academic Watch Status Year 1
610334	150162990250826	Al Raby High School	Probation	Corrective Action	Academic Watch Status Year 1
610244	150162990250827	Michele Clark Academic Prep Magnet High School	Probation	Choice SES	Academic Watch Status Year 3
610390	150162990250828	Hyman G Rickover Naval Academy High School	Not on Probation	Choice SES	Academic Early Warning Year 2
610394	150162990250829	Uplift Community High School	Not on Probation	Corrective Action	Academic Watch Status Year 1
610392	150162990250830	World Language Academy High School	Probation	Choice SES	Academic Early Warning Year 2
610245	150162990250831	Frederick A Douglass Academy High School	Probation	Corrective Action	Academic Watch Status Year 2
610402	150162990250832	DeVry University Advantage Academy HS	Not on Probation		Academic Watch Status Year 1
610381	150162990250834	Bronzeville Scholastic Academy High School	Probation	Choice SES	Academic Early Warning Year 2
610383	150162990250835	Greater Lawndale High School For Social Justice	Not on Probation	Choice SES	Academic Early Warning Year 2
610385	150162990250836	Multicultural Arts High School(At Little Village)	Probation	Choice SES	Academic Early Warning Year 2
610384	150162990250837	Infinity Math Science and Technology High School	Not on Probation	Choice SES	Academic Early Warning Year 2
610501	150162990250840	Austin Polytechnical Academy High School	Probation		
610499	150162990250841	Collins Academy High School	Probation		
610506	150162990250843	TEAM Englewood Community Academy High School	Probation		
610389	150162990250847	Orr Academy High School	Not on Probation		Academic Early Warning Year 1
610369	150162990252046	Mahalia Jackson Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610072	150162990252047	Garrett A Morgan Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609772	150162990252051	Jane Addams Elementary School	Not on Probation	Corrective Action	Academic Watch Status Year 1
609848	150162990252054	Ira F Aldridge Elementary School	Probation	Choice	Academic Early Warning Year 1
609775	150162990252055	John P Altgeld Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609777	150162990252058	Phillip D Armour Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609779	150162990252059	George Armstrong International Studies ES	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
609781	150162990252061	Crispus Attucks Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609786	150162990252063	Avalon Park Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610265	150162990252065	Benjamin Banneker Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609788	150162990252066	Alice L Barnard Computer Math & Science Ctr ES	Not on Probation	Choice	Academic Early Warning Year 1
609789	150162990252067	John Barry Elementary School	Probation	Restructuring Planning	Academic Watch Status Year 2
609790	150162990252068	Clara Barton Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609791	150162990252069	Perkins Bass Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609792	150162990252070	Newton Bateman Elementary School	Not on Probation	Choice SES	Academic Early Warning Year 2
609793	150162990252072	Nicholson Math & Science Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
609796	150162990252078	Jean Baptiste Beaubien Elementary School	Not on Probation		Academic Early Warning Year 2
609797	150162990252080	Jacob Beidler Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609800	150162990252083	Frank I Bennett Elementary School	Probation		
610365	150162990252084	Mary McLeod Bethune Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 9

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610238	150162990252088	Carrie Jacobs Bond Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609804	150162990252089	Daniel Boone Elementary School	Not on Probation	Restructuring Planning	Academic Watch Status Year 4
609806	150162990252090	Myra Bradwell Communications Arts & Sciences ES	Probation	Restructuring Implementation	Academic Watch Status Year 8
609808	150162990252092	Alex Haley Elementary Academy	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
610242	150162990252093	Joseph Brennemann Elementary School	Not on Probation	Choice	Academic Early Warning Year 1
609810	150162990252095	Norman A Bridge Elementary School	Not on Probation	Corrective Action	Academic Watch Status Year 1
609811	150162990252096	Orville T Bright Elementary School	Probation		
609812	150162990252097	William H Brown Elementary School	Probation	Choice SES	Academic Early Warning Year 2
609813	150162990252098	Charles S Brownell Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
609815	150162990252100	Edward A Bouchet Math & Science Academy ES	Probation	Restructuring Implementation	Academic Watch Status Year 8
609818	150162990252102	Luther Burbank Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609819	150162990252103	Edmond Burke Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 6
609826	150162990252106	Rosario Castellanos Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
609827	150162990252107	Burnside Elementary Scholastic Academy	Probation	Choice SES	Academic Early Warning Year 2
609830	150162990252110	Milton Brunson Math & Science Specialty ES	Probation	Restructuring Implementation	Academic Watch Status Year 8
609833	150162990252113	Charles P Caldwell Academy of Math & Science ES	Probation	Choice	Academic Early Warning Year 1
609835	150162990252118	Daniel R Cameron Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609836	150162990252119	Arthur E Canty Elementary School	Not on Probation		Academic Early Warning Year 2
609839	150162990252122	Carroll-Rosenwald Specialty Elementary School	Probation	Restructuring Planning	Academic Watch Status Year 2
609844	150162990252123	William W Carter Elementary School	Probation	Choice SES	Academic Early Warning Year 2
610251	150162990252127	Willa Cather Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
609851	150162990252128	Thomas Chalmers Specialty Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609853	150162990252130	Salmon P Chase Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 5
609856	150162990252132	Henry Clay Elementary School	Probation	Choice SES	Academic Early Warning Year 2
609859	150162990252134	DeWitt Clinton Elementary School	Not on Probation	Restructuring Planning	Academic Watch Status Year 4
609862	150162990252136	Edward Coles Elementary Language Academy	Probation	Choice	Academic Watch Status Year 8
609864	150162990252139	John W Cook Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609867	150162990252142	Peter Cooper Elementary Dual Language Academy	Not on Probation	Choice SES	Academic Early Warning Year 2
609870	150162990252145	Daniel J Corkery Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609873	150162990252147	Crown Community Academy of Fine Arts Center ES	Probation	Restructuring Implementation	Academic Watch Status Year 7
609875	150162990252148	Charles R Darwin Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 4
609876	150162990252149	Nathan S Davis Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609879	150162990252150	Charles Gates Dawes Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
609881	150162990252152	Edward C Delano Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609883	150162990252153	Charles S Deneen Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609885	150162990252159	Dewey Elementary Academy of Fine Arts	Probation	Choice	Academic Early Warning Year 1
609893	150162990252167	John C Dore Elementary School	Not on Probation		Academic Early Warning Year 1
609894	150162990252169	John B Drake Elementary School	Probation		
610364	150162990252173	William E B Dubois Elementary School	Probation	Choice	Academic Early Warning Year 1
610263	150162990252175	John Foster Dulles Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610266	150162990252176	Alexandre Dumas Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610188	150162990252177	Edward F Dunne Elementary School	Probation	Choice	Academic Early Warning Year 1
610254	150162990252179	Anton Dvorak Elementary Specialty Academy	Probation	Restructuring Implementation	Academic Watch Status Year 4
609897	150162990252180	Charles W Earle Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609898	150162990252181	John F Eberhart Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609903	150162990252185	Richard Edwards Elementary School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
609904	150162990252187	Edward K Ellington Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610156	150162990252188	Louis Armstrong Math & Science Elementary School	Probation	Corrective Action	Academic Watch Status Year 1

School ID	ISBE ID	School Name	2010-2011 Probation Status	2010-2011 Federal Improvement Status	2010-2011 State Improvement Status
609906	150162990252189	Robert Emmet Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609907	150162990252190	Leif Ericson Elementary Scholastic Academy	Probation		
609908	150162990252191	Esmond Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609909	150162990252192	Edward Everett Elementary School	Not on Probation	Choice	Academic Early Warning Year 1
609910	150162990252194	Laughlin Falconer Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
610055	150162990252195	Michael Faraday Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609916	150162990252201	Enrico Fermi Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609917	150162990252202	Fernwood Elementary School	Probation		
609918	150162990252203	Eugene Field Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609919	150162990252204	John Fiske Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609928	150162990252209	Melville W Fuller Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 3
609929	150162990252210	Robert Fulton Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609930	150162990252211	Frederick Funston Elementary School	Probation	Choice SES	Academic Early Warning Year 2
609933	150162990252212	Stephen F Gale Elementary Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8
609935	150162990252213	Matthew Gallistel Elementary Language Academy	Not on Probation	Restructuring Planning	Academic Watch Status Year 3
609937	150162990252214	John W Garvy Elementary School	Not on Probation		Academic Early Warning Year 1
609938	150162990252215	Joseph E Gary Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
610285	150162990252216	Granville T Woods Math & Science Academy ES	Probation	Restructuring Implementation	Academic Watch Status Year 8
610348	150162990252221	Nathan R Goldblatt Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609943	150162990252222	Samuel Gompers Fine Arts Options ES	Probation	Restructuring Implementation	Academic Watch Status Year 6
609945	150162990252223	William C Goudy Elementary School	Not on Probation	Choice	Academic Early Warning Year 1
609947	150162990252224	Alexander Graham Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609949	150162990252226	William P Gray Elementary School	Not on Probation	Corrective Action	Academic Watch Status Year 1
609952	150162990252229	Nathanael Greene Elementary School	Probation	Choice SES	Academic Early Warning Year 2
609955	150162990252231	Walter Q Gresham Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610283	150162990252233	Simon Guggenheim Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609959	150162990252235	John Charles Haines Elementary School	Not on Probation	Choice	Academic Early Warning Year 1
609939	150162990252236	Frank L Gillespie Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609960	150162990252239	Nathan Hale Elementary School	Not on Probation	Choice SES	Academic Watch Status Year 4
609964	150162990252241	John H Hamline Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 9
609966	150162990252242	Charles G Hammond Elementary School	Probation	Choice SES	Academic Early Warning Year 2
609971	150162990252246	John Harvard Elementary School of Excellence	Probation	Restructuring Implementation	Academic Watch Status Year 8
609972	150162990252247	Helge A Haugan Elementary School	Not on Probation	Corrective Action	Academic Watch Status Year 1
609976	150162990252252	Stephen K Hayt Elementary School	Not on Probation	Corrective Action	Academic Watch Status Year 1
609979	150162990252254	Robert Healy Elementary School	Not on Probation	Corrective Action	Academic Watch Status Year 1
609981	150162990252255	Phobe Apperson Hearst Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609983	150162990252256	James Hedges Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 6
609986	150162990252258	Charles R Henderson Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609987	150162990252259	Thomas A Hendricks Elementary Community Academy	Probation		
609988	150162990252260	Patrick Henry Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 5
610240	150162990252261	Matthew A Henson Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609989	150162990252262	Victor Herbert Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
609991	150162990252263	Theodore Herzl Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609994	150162990252265	William G Hibbard Elementary School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
610295	150162990252266	Thomas J Higgins Elementary Community Academy	Probation	Choice	Academic Early Warning Year 1
610299	150162990252267	William A Hinton Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609996	150162990252269	Charles N Holden Elementary School	Not on Probation	Choice SES	Academic Early Warning Year 2
609997	150162990252270	Oliver Wendell Holmes Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8

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610000	150162990252273	Julia Ward Howe Elementary School of Excellence	Probation	Restructuring Implementation	Academic Watch Status Year 8
610005	150162990252276	Charles Evans Hughes Elementary School	Probation	Choice	Academic Early Warning Year 1
610006	150162990252280	Edward N Hurley Elementary School	Probation	Restructuring Planning	Academic Watch Status Year 2
610121	150162990252281	Washington Irving Elementary School	Probation	Choice	Academic Early Warning Year 1
610012	150162990252287	Edward Jenner Elementary Academy of the Arts	Probation	Restructuring Implementation	Academic Watch Status Year 8
610271	150162990252288	Jensen Elementary Scholastic Academy	Probation		
610013	150162990252289	Pilsen Elementary Community Academy	Not on Probation	Choice SES	Academic Early Warning Year 2
610274	150162990252290	James Weldon Johnson Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610015	150162990252292	Joseph Jungman Elementary School	Probation	Choice SES	Academic Early Warning Year 2
610019	150162990252294	Joshua D Kershaw Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 3
610020	150162990252295	Francis Scott Key Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610022	150162990252296	Joyce Kilmer Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
610023	150162990252297	William H King Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 6
610026	150162990252299	John H Kinzie Elementary School	Not on Probation		Academic Watch Status Year 1
610028	150162990252301	Alfred David Kohn Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610029	150162990252303	Rodolfo Lozano Bilingual & International Ctr ES	Probation	Choice	Academic Early Warning Year 1
610030	150162990252304	Charles Kozminski Elementary Community Academy	Probation	Choice	Academic Early Warning Year 1
610031	150162990252305	Jean D Lafayette Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610253	150162990252307	Julia C Lathrop Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610034	150162990252309	Lawndale Elementary Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8
610036	150162990252311	Leslie Lewis Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610037	150162990252313	Arthur A Libby Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610039	150162990252315	Carl von Linne Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
610040	150162990252316	Henry D Lloyd Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 5
610041	150162990252317	Josephine C Locke Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
610043	150162990252319	Joseph Lovett Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610044	150162990252321	James Russell Lowell Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610045	150162990252322	Robert H Lawrence Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610046	150162990252323	Mary Lyon Elementary School	Not on Probation	Choice	Academic Early Warning Year 1
610047	150162990252324	James Madison Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 6
610048	150162990252326	George Manierre Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610052	150162990252328	Horace Mann Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610241	150162990252329	Guglielmo Marconi Elementary Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 7
610053	150162990252330	Marquette Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610054	150162990252331	John L Marsh Elementary School	Probation	Corrective Action	Academic Watch Status Year 1
610056	150162990252334	Roswell B Mason Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610058	150162990252336	Horatio May Elementary Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8
610059	150162990252337	Oscar F Mayer Elementary School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
610061	150162990252338	William J & Charles H Mayo Elementary School	Probation	Choice	Academic Early Warning Year 1
610062	150162990252339	George B McClellan Elementary School	Probation		
610063	150162990252341	Cyrus H McCormick Elementary School	Not on Probation	Choice SES	Academic Early Warning Year 2
610269	150162990252344	John T McCutcheon Elementary School	Probation	Choice	Academic Early Warning Year 1
610067	150162990252346	Francis M McKay Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610070	150162990252349	James B McPherson Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
610293	150162990252352	Genevieve Melody Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610276	150162990252354	Irvin C Mollison Elementary School	Probation	Choice SES	Academic Early Warning Year 2
610074	150162990252355	James Monroe Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 5
610076	150162990252356	Bernhard Moos Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7

School ID	ISBE ID	School Name	2010-2011 Probation Status	2010-2011 Federal Improvement Status	2010-2011 State Improvement Status
610077	150162990252357	Donald Morrill Math & Science Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610078	150162990252358	Inter-American Elementary Magnet School	Not on Probation		Academic Early Warning Year 1
610086	150162990252362	Mount Vernon Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610088	150162990252363	Wolfgang A Mozart Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
610091	150162990252367	Ronald Brown Elementary Community Academy	Probation	Choice	Academic Early Warning Year 1
610092	150162990252368	Henry H Nash Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610093	150162990252369	Jane A Neil Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 5
609845	150162990252372	George Washington Carver Primary School	Probation	Choice	Academic Early Warning Year 1
610096	150162990252373	Florence Nightingale Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
610097	150162990252374	William P Nixon Elementary School	Not on Probation	Choice SES	Academic Early Warning Year 2
610098	150162990252375	Alfred Nobel Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 6
610102	150162990252381	Richard J Oglesby Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610103	150162990252382	Isabelle C O'Keeffe Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610106	150162990252385	Brian Piccolo Elementary Specialty School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610107	150162990252386	James Otis Elementary School	Probation		
610108	150162990252387	Luke O'Toole Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 6
610277	150162990252388	Anthony Overton Elementary School	Probation	Restructuring Planning	Academic Watch Status Year 2
610273	150162990252390	Ignance Paderewski Elementary Learning Academy	Probation	Restructuring Implementation	Academic Watch Status Year 7
610111	150162990252391	John Palmer Elementary School	Probation	Corrective Action	Academic Watch Status Year 3
610112	150162990252392	Francis W Parker Elementary Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8
610114	150162990252393	Francis Parkman Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610115	150162990252394	Park Manor Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610116	150162990252395	Parkside Elementary Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8
610117	150162990252396	Louis Pasteur Elementary School	Not on Probation	Choice SES	Academic Watch Status Year 2
610120	150162990252398	Ferdinand Peck Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
610122	150162990252399	Helen Peirce International Studies ES	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
610123	150162990252400	William Penn Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610124	150162990252401	Harold Washington Elementary School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
610129	150162990252404	Josiah Pickard Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610134	150162990252408	Nathaniel Pope Elementary School	Probation	Choice	Academic Early Warning Year 1
610135	150162990252409	Portage Park Elementary School	Not on Probation	Restructuring Planning	Academic Watch Status Year 3
610258	150162990252411	Florence B Price Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610138	150162990252413	Pulaski International Academy Elmentary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
610139	150162990252414	George M Pullman Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
610141	150162990252416	Ravenswood Elementary School	Not on Probation	Choice SES	Academic Early Warning Year 2
610143	150162990252419	William C Reavis Math & Science Specialty ES	Probation	Restructuring Implementation	Academic Watch Status Year 8
610264	150162990252420	Walter Reed Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610144	150162990252421	Frank W Reilly Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 6
610145	150162990252422	Peter A Reinberg Elementary School	Probation	Choice SES	Academic Watch Status Year 2
610146	150162990252423	Paul Revere Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610150	150162990252427	Betsy Ross Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610152	150162990252428	Martha Ruggles Elementary School	Probation	Choice SES	Academic Early Warning Year 2
610153	150162990252429	William H Ryder Math & Science Specialty ES	Probation	Restructuring Implementation	Academic Watch Status Year 7
610154	150162990252432	Martin A Ryerson Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
610157	150162990252435	Sidney Sawyer Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 4
610268	150162990252437	Arthur R Ashe Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610159	150162990252438	Jonathan Y Scammon Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
610160	150162990252439	Songhai Elementary Learning Institute	Probation	Restructuring Implementation	Academic Watch Status Year 7

School ID	ISBE ID	School Name	2010-2011 Probation Status	2010-2011 Federal Improvement Status	2010-2011 State Improvement Status
610178	150162990252442	Theophilus Schmid Elementary School	Probation	Choice	Academic Early Warning Year 1
610165	150162990252444	Franz Peter Schubert Elementary School	Probation	Choice SES	Academic Early Warning Year 2
610167	150162990252446	William H Seward Communication Arts Academy ES	Not on Probation	Corrective Action	Academic Watch Status Year 1
610169	150162990252447	Austin O Sexton Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610171	150162990252452	Arnold Mireles Elementary Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8
610172	150162990252453	William T Sherman Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610173	150162990252454	Jesse Sherwood Elementary School	Probation	Choice SES	Academic Early Warning Year 2
610174	150162990252455	James Shields Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610175	150162990252456	Beulah Shoesmith Elementary School	Probation	Choice	Academic Early Warning Year 1
610176	150162990252457	John D Shoop Math-Science Technical Academy ES	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
610179	150162990252459	Washington D Smyser Elementary School	Not on Probation	Choice	Academic Early Warning Year 1
610180	150162990252460	John M Smyth Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610183	150162990252462	Herbert Spencer Elementary Math & Science Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8
610339	150162990252464	Amos Alonzo Stagg Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610185	150162990252465	Adlai E Stevenson Elementary School	Not on Probation	Restructuring Planning	Academic Watch Status Year 6
610187	150162990252466	Graeme Stewart Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610184	150162990252469	John Spry Elementary Community School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
610192	150162990252472	Harriet Beecher Stowe Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610193	150162990252474	William K New Sullivan Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610279	150162990252479	Henry O Tanner Elementary School	Probation	Choice	Academic Early Warning Year 1
610198	150162990252480	Douglas Taylor Elementary School	Not on Probation	Choice SES	Academic Early Warning Year 2
610200	150162990252484	James N Thorp Elementary School	Probation	Choice	Academic Early Warning Year 1
610202	150162990252487	George W Tilton Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 9
610203	150162990252488	Enrico Tonti Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
610206	150162990252490	Mark Twain Elementary School	Not on Probation	Choice	Academic Early Warning Year 1
610208	150162990252492	Mildred I Lavizzo Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610209	150162990252494	Alessandro Volta Elementary School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
610210	150162990252495	Alexander von Humboldt Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610366	150162990252497	Charles H Wacker Elementary School	Probation		
610213	150162990252498	James Wadsworth Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 6
610216	150162990252500	John A Walsh Elementary School	Not on Probation	Corrective Action	Academic Watch Status Year 1
610218	150162990252502	Joseph Warren Elementary School	Probation	Choice	Academic Early Warning Year 1
610220	150162990252504	Thomas J Waters Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
610221	150162990252505	Daniel Webster Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 5
610223	150162990252506	Daniel S Wentworth Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610300	150162990252507	Oliver S Westcott Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610224	150162990252509	West Pullman Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
610225	150162990252512	John Whistler Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 6
610227	150162990252513	Eli Whitney Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
610228	150162990252514	John Greenleaf Whittier Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
610345	150162990252521	Carter G Woodson South Elementary School	Probation	Choice SES	Academic Early Warning Year 2
610233	150162990252522	Elihu Yale Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610235	150162990252525	Ella Flagg Young Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610234	150162990252542	Richard Yates Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609874	150162990252603	Everett McKinley Dirksen Elementary School	Not on Probation		Academic Early Warning Year 2
610367	150162990252605	Oscar DePriest Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609927	150162990252618	Foster Park Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610368	150162990252620	Langston Hughes Elementary School	Probation		Academic Early Warning Year 2

11-0824-ED2

School ID	ISBE ID	School Name	2010-2011 Probation Status	2010-2011 Federal Improvement Status	2010-2011 State Improvement Status
610282	150162990252634	Ronald E McNair Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609975	150162990252636	John Hay Elementary Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 7
610004	150162990252637	Countee Cullen Elementary School	Probation		
610291	150162990252703	Richard Henry Lee Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
609869	150162990252704	Anna R. Langford Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8
610305	150162990252714	George Leland Elementary School	Probation		
610256	150162990252724	Jackie Robinson Elementary School	Probation	Choice	Academic Early Warning Year 1
610068	150162990252726	Hanson Park Elementary School	Not on Probation	Corrective Action	Academic Watch Status Year 1
610315	150162990252729	Edward White Elementary Career Academy	Probation	Choice	Academic Early Warning Year 1
610065	150162990252766	Emmett Louis Till Math and Science Academy	Probation	Restructuring Implementation	Academic Watch Status Year 5
609978	150162990252768	Wendell Smith Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 6
610161	150162990252771	Arna Wendell Bontemps Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 4
609805	150162990252775	Scott Joplin Elementary School	Probation		
610024	150162990252783	Lazaro Cardenas Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
610281	150162990252785	Adam Clayton Powell Paideia Community Academy ES	Not on Probation	Corrective Action	Academic Watch Status Year 3
609900	150162990252799	George W Curtis Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609902	150162990252804	Ralph H Metcalfe Elementary Community Academy	Not on Probation	Corrective Action	Academic Watch Status Year 1
609920	150162990252806	Gerald Delgado Kanoon Elementary Magnet School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
609941	150162990252807	Asa Philip Randolph Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609958	150162990252811	Frank W Gunsaulus Elementary Scholastic Academy	Not on Probation	Choice	Academic Early Warning Year 1
609913	150162990252812	Elaine O Goodlow Elementary Magnet School	Probation	Restructuring Implementation	Academic Watch Status Year 6
609961	150162990252823	Ninos Heroes Elementary Academic Center	Probation	Restructuring Implementation	Academic Watch Status Year 8
610313	150162990252825	Jose De Diego Elementary Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 5
610017	150162990252829	Maria Saucedo Elementary Scholastic Academy	Probation	Restructuring Planning	Academic Watch Status Year 2
610239	150162990252837	Richard J Daley Elementary Academy	Probation	Choice SES	Academic Early Warning Year 2
610215	150162990252838	Francisco I Madero Middle School	Probation	Restructuring Implementation	Academic Watch Status Year 5
610329	150162990252842	Orozco Fine Arts & Sciences Elementary School	Not on Probation	Choice	Academic Early Warning Year 1
610257	150162990252844	Morton School of Excellence	Probation	Restructuring Implementation	Academic Watch Status Year 9
610018	150162990252845	Miriam G Canter Middle School	Not on Probation	Choice	Academic Watch Status Year 4
610021	150162990252862	Pablo Casals Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 8
609872	150162990252864	Manuel Perez Elementary School	Not on Probation	Choice SES	Academic Early Warning Year 2
610125	150162990252867	Irma C Ruiz Elementary School	Not on Probation	Choice SES	Academic Early Warning Year 2
610320	150162990252869	Ana Roque de Duprey Elementary School	Probation	Restructuring Implementation	Academic Watch Status Year 6
610317	150162990252870	Brighton Park Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
610319	150162990252873	Evergreen Academy Middle School	Probation	Restructuring Implementation	Academic Watch Status Year 6
609842	150162990252876	Rachel Carson Elementary School	Not on Probation	Corrective Action	Academic Watch Status Year 1
609968	150162990252877	Sharon Christa McAuliffe Elementary School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
610321	150162990252882	Thurgood Marshall Middle School	Probation	Restructuring Implementation	Academic Watch Status Year 6
610148	150162990252886	Cesar E Chavez Multicultural Academic Center ES	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
609865	150162990252889	Jordan Elementary Community School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
609967	150162990252893	William F Finkl Elementary School	Probation	Choice SES	Academic Early Warning Year 2
609834	150162990252896	Little Village Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
609973	150162990252897	Emiliano Zapata Elementary Academy	Not on Probation	Corrective Action	Academic Watch Status Year 1
609950	150162990252898	Josefa Ortiz De Dominguez Elementary School		Choice SES	Academic Early Warning Year 2
609993	150162990252900	Agustin Lara Elementary Academy	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
609921	150162990252901	Telpochcalli Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
609855	150162990252904	Walter S Christopher Elementary School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
610100	150162990252908	West Park Elementary Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8

School ID	ISBE ID	School Name	2010-2011 Probation Status	2010-2011 Federal Improvement Status	2010-2011 State Improvement Status
609780	150162990252912	Ames Middle School	Probation	Restructuring Implementation	Academic Watch Status Year 8
610057	150162990252913	Fairfield Elementary Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8
610226	150162990252914	Socorro Sandoval Elementary School	Not on Probation	Choice SES	Academic Early Warning Year 2
610051	150162990252915	Northwest Middle School	Probation	Restructuring Implementation	Academic Watch Status Year 7
609807	150162990252916	Lionel Hampton Fine & Performing Arts ES	Probation	Restructuring Implementation	Academic Watch Status Year 5
610170	150162990252919	Columbia Explorers Elementary Academy	Not on Probation	Corrective Action	Academic Watch Status Year 1
610287	150162990252922	Ashburn Community Elementary School	Not on Probation	Choice	Academic Early Warning Year 1
609922	150162990252923	Belmont-Cragin Elementary School	Not on Probation	Choice SES	Academic Early Warning Year 2
610231	150162990252924	National Teachers Elementary Academy	Probation	Restructuring Implementation	Academic Watch Status Year 5
610249	150162990252926	Talman Elementary School	Not on Probation	Choice SES	Academic Early Warning Year 2
610232	150162990252928	Williams Multiplex Elementary School	Probation	Choice SES	Academic Early Warning Year 2
610284	150162990252930	New Field Elementary School	Not on Probation	Corrective Action	Academic Watch Status Year 2
610336	150162990252932	Williams Preparatory Academy Middle School	Probation		
610352	150162990252933	Durkin Park Elementary School	Not on Probation	Choice SES	Academic Early Warning Year 2
610347	150162990252936	Claremont Academy Elementary School	Probation	Restructuring Planning	Academic Watch Status Year 3
609891	150162990252937	James R Doolittle Jr Elementary School	Probation	Choice SES	Academic Watch Status Year 3
610396	150162990252943	Tarkington School of Excellence ES	Not on Probation	Corrective Action	Academic Watch Status Year 1
610521	150162990252954	Sir Miles Davis Magnet Elementary Academy	Not on Probation		Academic Early Warning Year 1

CIWP

2012-2014 Continuous Improvement Work Plan

William W Carter Elementary School

Burnham Park Elementary Network

5740 S Michigan Ave Chicago, IL 60637

ISBE ID: 150162990252123

School ID: 609844

Oracle ID: 22611

CHICAGO PUBLIC SCHOOLS CPS

Mission Statement

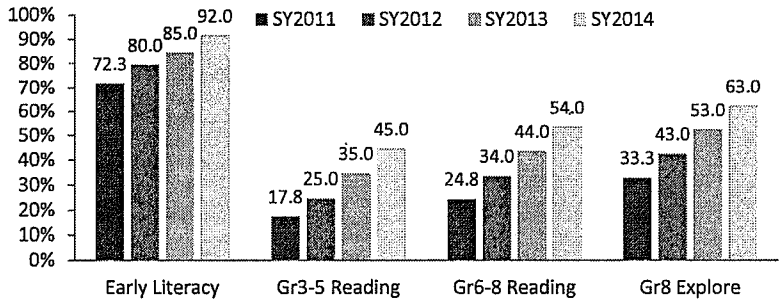
To create, further develop, and sustain a solid foundation through Common-Core State Standards Curriculum from which all children will meet and/or exceed academically within a safe and secure educational setting. We will provide multiple support systems that will enhance a lifelong educational journey which encompasses leadership qualities, interpersonal skills, and technologically savvy learners!

Strategic Priorities

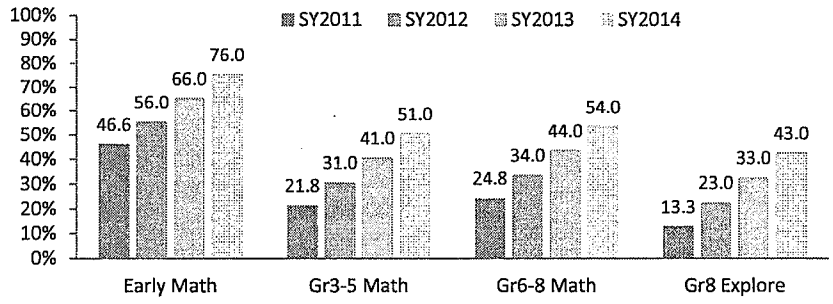
1. Integrate and align content area curriculum based on the common core standards to help prepare students to achieve their full academic potential and expand their knowledge so as to allow the students to become college and career ready.
2. Foster a safe and secure learning environment for all learners to improve student connection and a positive educational climate.
3. To make sure students are efficient in the use of technology to broaden their learning in order for them to compete in the global market.
4. Encourage our school environment and community to develop a healhty life style.

School Performance Goals

Literacy Performance Goals



Math Performance Goals



Date Stamp November 22, 2012

Date Stamp November 22, 2012

CIWP

Continuous Improvement Work Plan
2012 - 2014

CHICAGO PUBLIC SCHOOLS | CPS

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	William W Carter Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Anita L Harmon	Principal
Rosemary Spaulding	Assistant Principal
Linda Jones-Johnson	LSC Member
Anjail Kenyatta	Counselor/Case Manager
Jacqueline Bell-McGee	Classroom Teacher
Ruby D Harris	Lead/ Resource Teacher
Karen Mickel	Classroom Teacher
Lori Guidry	Classroom Teacher
Miranda Wilson	Classroom Teacher
Felecia Jackson	Parent/ Guardian

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	72.3	80.0	85.0	92.0	**Early Math** % of students at Benchmark on mClass	46.6	56.0	66.0	76.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.8	25.0	35.0	45.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	21.8	31.0	41.0	51.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.5	60.0	70.0	80.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.6	67.0	77.0	87.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.8	34.0	44.0	54.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	24.8	34.0	44.0	54.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.6	58.0	68.0	78.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	44.9	54.0	64.0	74.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	33.3	43.0	53.0	63.0	**Explore - Math** % of students at college readiness benchmark	13.3	23.0	33.0	43.0

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.2	92.0	92.5	92.5

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (any) per 100	27.0	20.0	16.0	10.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	53.0	63.0	73.0	83.0
ISAT - Mathematics % of students meeting or exceeding state standards	63.1	73.0	83.0	93.0
ISAT - Science % of students meeting or exceeding state standards	42.2	45.0	55.0	65.0

All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students exceeding state standards	5.5	6.5	7.5	8.5
ISAT - Mathematics % of students exceeding state standards	6.8	7.8	8.8	9.8
ISAT - Science % of students exceeding state standards	1.2	2.0	3.0	4.0

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

DIMENSION 1:Leadership

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action	---------->		3
• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	An environment has been created to foster confidence, pride and belief in self and in the world educational process. In a class you would witness teaching that connects subjects to real-life situations and occupations. This motivating teaching strategy promotes students' self-determination. The staff focus our efforts on developing the holistic student, who will be able to compete in a diverse society. There are clear goals for student achievement particularly for the primary and intermediate grades; but, there needs to be a clear strategic plan to move our middle school students to ensure they are	
Principal Leadership	---------->		4
• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	In principal led professional development meetings and teacher collaboration meetings, we share best practices that includes discussion based on pro-active strategies designed to increase student's ability to become active, independent learners. The principal monitors the progress of teacher improvement for the purpose of maintaining and farther developing a learning environment that promotes the education all students through skillful differentiation and scaffolded instruction. The principal and administrative team work to develop an environment that is equipped with updated resources that includes technological media, and curriculum that promotes rigorous learning.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	---------->		3
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	The ILT members participate in meetings where they receive and obtain the knowledge necessary to implement the Common Core Standards by September 2012. These meetings involve a deep focus on best practices in math and literacy. The practices are shared with the rest of the staff through school based professional development held once a month. The school is involved in the Early Adopter's Common Core Initiative allowing teachers to participate in quarterly meetings and learn how to unpack the standards as well as develop unit plans to share with colleagues.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)		---------->	4
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT consist of one teacher per cycle - primary (K-2), intermediate (3-5) and middle school (6-8) as well as the literacy coach, the counselor/case manager and the administrators (principal and assistant principal). The middle school teacher has expertise in math. They are involved in the decision making process and regularly share their knowledge at staff meetings.	
Monitoring and adjusting		---------->	3
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	This year, the school was involved in the Achievement Network Program where 3rd thru 8th grade students were assessed all four quarters. The analysis and feedback allowed the staff to analyze the reading data on a consistent basis which prompted us to also analyze the Scantron and the Common Core Assessments in depth. The pratice geared the focus on student learning and the reteaching of core concepts and skills particularly in reading and informational text.	

School Effectiveness Framework

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DIMENSION 2: Core Instruction

Typical School	Effective School	Evidence	Evaluation
Curriculum	---------->		3
• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Teachers have been trained in the development of year-long and unit curriculum mapping to drive their weekly and daily lesson plans aligned to the state standards. This year, with being an Early Adopter of the Common Core State Standards, teachers were encouraged to utilize the CCSS in the development of their lesson plans. While several teachers have aligned their plans to the standards, the level of instruction must become more complex and grade appropriate. Differentiation of lessons is necessary to ensure all students (with and without disabilities) are exposed to and learn the content knowledge and skills.	
Instructional materials	---------->		4
• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Instructional materials are aligned with standards. The reading series is consistent across grade levels (K-5) and (6-8) as well as the math and science program. While social studies material may vary, most teacher use current events materials.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at [illegible] This survey, while not a comprehensive inventory of your school's instructional materials, will help you begin to [illegible] materials to [illegible] Standards in the upcoming school year.

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Assessment	---------->		3
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School-wide assessments are available immediately after testing: Scantron, Dibels, Common Core, Achievement Network (reading). Accommodations and modifications are shared with general education teachers to ensure students with disabilities are assessed appropriately. Constructed responses and performance-based assessments need to be scored and shared in data analysis to aid in knowledge mastery.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction	---------->		3
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	The standards-based learning objectives are communicated to students as well as scaffolding the instruction. However, to promote a deeper understanding of the objectives, the questioning should be of a higher-level.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Intervention ---------->			4
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The school utilized the Response to Intervention (RtI) for a systematic approach to identifying students in need of intervention especially at the primary level. Also, ancillary teachers are in the primary classrooms during the literacy block to give additional support to students during small group instruction. Teacher assistants and the special education resource teacher assist students with disabilities in the middle school grades in the core classrooms as well as give one-on-one support to struggling students.	

Professional Learning

Typical School	Effective School	Evidence	Evaluation
Whole staff professional development ---------->			4
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	A year long calendar is planned for whole staff professional development and placed in CPS University to assure credit for staff (teachers and career service personnel).	

School Effectiveness Framework

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DIMENSION 3:

Typical School	Effective School	Evidence	Evaluation
Grade-level and/or course teams ---------->			4
• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers meet weekly for coaching and collaboration through scheduled meetings with a member or members of the ILT. Meetings are by grade level and/or cycles - primary, intermediate, middle school and teachers share best practices, discuss lesson plans and assessment data.	
Instructional coaching ---------->			4
• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	A literacy teacher has been provided for coaching and modeling of instruction for all teachers and to provide professional development to support individual growth. Peer coaching and classroom visitation is also provided where teachers can give honest and critical feedback to their peers. New teachers are given induction support by the ILT.	

School Effectiveness Framework

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DIMENSION 4:Climate and Culture

Typical School	Effective School	Evidence	Evaluation
High expectations & College-going culture	---------->		3
• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Middle school teachers have an advisory period for their homeroom students to build a culture of college and career-ready standards. Intermediate and middle school teachers have received AVID training and encourage these practices throughout grades 5-8.	
Relationships	---------->		3
• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Students have formed and developed respectful bonds with most staff members inclusive of janitorial, clerical, ancillary. A few have experienced a feeling of unfairness or inconsistency with a few adults and are willing to share those feelings with other adult advocates. Students with disabilities are engaged in all aspects of the school community by participating on the sports teams and in such clubs as the newspaper.	
Behavior& Safety	---------->		3

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The school follows the Student Code of Conduct and has developed a school-wide plan consistent with the Positive Behavior Intervention Support (PBIS) Program. Many also have training in the CHAMP program but need to utilize the strategies school-wide. The staff maintains a safe and welcoming school environment.	

School Effectiveness Framework

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DIMENSION 5: Family and Community Engagement

Typical School	Effective School	Evidence	Evaluation
Expectations	---------->		3
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Expectations are clearly provided to staff, students and parents/guardians at the beginning of the year through staff development and at open house meetings by the principal. They are reinforced throughout the year particularly to family members at some of the parent meetings and/or parent grade meetings for the benchmark grades. Teachers also provide student expectations at the beginning of the year through parent letters and the Open House.	
Ongoing communication	---------->		3
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Parent letters explain the grade-level expectations and how families can support student learning. The principal provides monthly newsletters and calendars updating families on important information. ILT members and ancillary staff give workshops at the parent meetings to share instructional knowledge so parents can assist their children at home.	
Bonding	---------->		3

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIME	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community– like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community– like student performances, exhibitions, literacy or math events, etc.	Parents are encouraged to engage in all aspects of the school environment. They volunteer during the breakfast program and participate in such events as student programs, family read and math night, career day, etc. There is a parent room where family members may use computers with access to the internet.	

School Effectiveness Framework

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N-6: College and Career Readiness Supports

Typical School	Effective School	Evidence	Evaluation
Specialized support	---------->		3
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The staff offers families specialized support through the counselor/case manager, psychologist and social worker in collaboration with outside social services agencies for families on a need by need basis.	
College & Career Exploration and election	---------->		2
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	College and career choice Information is provided to middle school students but is also necessary for all students to begin at an early age to make informed decisions and show the connection to high expectations and future aspirations.	
Academic Planning	---------->		4
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The school provides support, access to information and high school choice for student preparation into high school. Algebra has been offered to a core group of 8th graders to prepare them for a more extensive math curriculum in high school.	
Enrichment & Extracurricular Engagement	---------->		2
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Extracurricular activites have been offered in sports such as basketball, volleyball, flag football as well as academic/social organizations. The need is for adult sponsorship in areas of student interests.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
College & Career Assessments ---------->			2
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The school hosts career day and promotes college/career visits to the school. More opportunities are needed for students to receive exposure to colleges and other career choices.	
College & Career Admissions and Affordability ---------->			3
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Parents and students are provided with high school options at the beginning of the 8th grade and given support throughout the process.	
Transitions ---------->			3
• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	The kindergarten and 8th grade teachers work collaboratively with the counselor/case manager and with the families to ensure an effective transition into the next phase of the students educational career.	

School Effectiveness Framework

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DIMENSION 7: Resource Alignment

Typical School	Effective School	Evidence	Evaluation
Use of Discretionary Resources ---------->			4
• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	The school's discretionary resources are consistently aligned to identified needs and priorities. The resources are focused on what's necessary for student academic development.	
Building a Team ---------->			3
• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Carter engages in building a cohesive team. The ILT participates in the interview process using the expertise of the team in assessing a candidate's knowledge, commitment and expertise.	
Use of Time ---------->			3

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Scheduling has allowed for collaborative teacher team meetings. While a meeting is scheduled weekly, teachers often meet 2-3 times per week because preps allow for such; they are scheduled at the same time for grade level or cycles. With the new full day, additional time will be structured for struggling students to receive intervention throughout the grades, not just for primary.	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

To create, further develop, and sustain a solid foundation through Common-Core State Standards Curriculum from which all children will meet and/or exceed academically within a safe and secure educational setting. We will provide multiple support systems that will enhance a lifelong educational journey which encompasses leadership qualities, interpersonal skills, and technologically savvy learners!

Strategic Priorities

#	**Priority Description:** Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Integrate and align content area curriculum based on the common core standards to help prepare students to achieve their full academic potential and expand their knowledge so as to allow the students to become college and career ready.	The school did not make AYP on the ISAT assessment in reading and math. Reading was at 53.9% and math was at 65.9%. Our goal is to move students at least 10% in both reading and math and move students from the below level to meets standards and from the meets level to exceeds standards.
2	Foster a safe and secure learning environment for all learners to improve student connection and a positive educational climate.	According to the School's Climate report, students do not feel safe. While most of the activity occurs outside of the school, the parents and students bring the issues to the school, seeking support from the staff. The PBIS program aids staff in resolving conflict and stressing the need for social/emotional integration of students.
3	To make sure students are efficient in the use of technology to broaden their learning in order for them to compete in the global market.	Students need more accessibility to technology in the classroom, not just for assessment purposes.
4	Encourage our school environment and community to develop a healhty life style.	Research indicates a need for healthy eating and increased physical activity for students. Many students are obese as well as have health issues, i.e., diabetes and asthma.
5		

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description

Integrate and align content area curriculum based on the common core standards to help prepare students to achieve their full academic potential and expand their knowledge so as to allow the students to become college and career ready.

Rationale

The school did not make AYP on the ISAT assessment in reading and math. Reading was at 53.9% and math was at 65.9%. Our goal is to move students at least 10% in both reading and math and move students from the below level to meets standards and from the meets level to exceeds standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase time on task by increasing the literacy block to 120 minutes daily. This will include the usage of the ELA common core state standards.	Instruction	All	All teachers including ancillary	Quarter 1	On-going		
Encourage differentiated instruction in grades 4 through 8.	Professional Development	All	ILT	Quarter 1	On-going		
Include performance-based learning across curriculum via common core state standards.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Utilize more periodicals and informational text throughout the content areas.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Increase depth of knowledge and rigor by developing challenging grade level units.	Professional Development	All	ILT	Summer 2012	On-going		
Conduct a school-wide audit of existing science texts and supplemental kits and materials.	Instructional Materials	All	Principal	Summer 2012	Quarter 1		
Provide continuous Professional Development with FOSS and STC science kits.	Professional Development	All	Principal	Summer 2012	On-going		
Increase intermediate student participation in the "In Search of Genius" program or form other partnerships with scientific corporations, museum and universities to promote higher order thinking.	Instruction	Other student group	Administration	Quarter 1	Quarter 4		
Professional development for implementing common core aligned math insruction delivered by teacher leaders to each K - 5 grade teachers.	Staffing	All	Principal	On-going	On-going		
Order math curricula that is aligned to common core standards.	Instructional Materials	All	Principal	Summer 2012	Summer 2012		
Ancillary teachers will assist during classroom instruction with intensive and strategic students.	Instruction	Other student group	Teachers	Quarter 1	Quarter 4		
Teachers will give intervention instruction for students deemed at risk (Rti).	After School/ Extended Day	Other student group	Teachers	Quarter 1	Quarter 3		
Peer classroom observations for the purpose of increasing student depth of learning and team cohesion	Other	All	Principal	Quarter 1	Quarter 4		

Strategic Priority 1

Update and integrate the technological diagnostic tools and equipment for ELA, math, technology and science.	Equipment/ Technology	Other student group	Principal	Summer 2012	Quarter 1		
Provide substitute coverage for peer observation and diagnostic testing.	Instruction	All	Principal	Quarter 1	Quarter 4		
Indepth exposure of student knowledge through field trips that foster a continuation and extension of classroom and project based learning.	Instruction	All	Teachers	Quarter 2	Quarter 4		
Engage staff in national content-area professional conferences to enhance research based best practices.	Professional Development	Not Applicable	Principal	Quarter 1	Quarter 4		
Continue usage of ST Math, JiJi Program for K-5 and the secondary intervention program for 6-8 grade students in the intensive category.	Instruction	Other student group	Principal and Teachers	Quarter 1	Quarter 4		

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description

Foster a safe and secure learning environment for all learners to improve student connection and a positive educational climate.

Rationale

According to the School's Climate report, students do not feel safe. While most of the activity occurs outside of the school, the parents and students bring the issues to the school, seeking support from the staff. The PBIS program aids staff in resolving conflict and stressing the need for social/emotional integration of students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Reinforce a whole school Positive Behavior Intervention Support model by utilizing strategic interventions that are implemented through this program.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Teachers will construct and implement school-wide rules, regulations and procedures that will be adhered to in every classroom, in the hallway, in the cafeteria and during recess.	ILT/ Teacher Teams	All	School-wide Personnel	Quarter 1	Quarter 1		
Develop a reward system by which to acknowledge positive student behavior inclusive of attendance, daily behavior, uniform compliance, and academic excellence.	Other	All	Administator and teachers	Quarter 1	Quarter 4		
Encourage parental involvement by holding grade level cycle meetings to inform parents/guardians of student instruction.	Parental Involvement	All	ILT	Quarter 1	Quarter 4		

Strategic Priority 2

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
To make sure students are efficient in the use of technology to broaden their learning in order for them to compete in the global market.	Students need more accessibility to technology in the classroom, not just for assessment purposes.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students will be able to efficiently use a search engine to research an assigned topic.	Instruction	All	Librarian and homeroom teacher	On-going	On-going		
Students will be able to use USB's to store classwork, homework and related assignments.	Instruction	All	Librarian and homeroom teacher	Quarter 1	On-going		
Implement activities using the SMART board in the computer lab.	Instruction	All	Librarian and homeroom teacher	Quarter 1	On-going		
Implement lessons that allow students to utilize webquest which lets students better communicate with his/her teacher.	Instruction	All	Librarian and homeroom teacher	Quarter 1	On-going		
Continue to use interactive reading and math programs such as JiJi for tracking progress.	Instruction	All	Librarian and homeroom teacher	Quarter 1	On-going		

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description

Encourage our school environment and community to develop a healhty life style.

Rationale

Research indicates a need for healthy eating and increased physical activity for students. Many students are obese as well as have health issues, i.e., diabetes and asthma.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Encourage parent and community involvement	Parental Involvement	Not Applicable	Administration	Quarter 1	On-going		
Continue to support families in the development of wellness program: improvement in classroom celebrations, rewards systems, nutrition education and physical activity.	Other	All	Administration	Quarter 1	Quarter 4		
Engage parents and community in providing strategies for healthy eating at home.	LSC/ PAC/ PTA	All	Administration	Quarter 1	Quarter 4		

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

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

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

Approve the 2012-2014 Continuous Improvement Work Plans (CIWP) and related budgets for Fiscal Year 2013 for schools on probation and for schools with state or federal school improvement status.

DESCRIPTION: The Chief Executive Officer is requesting approval of the CIWPs for correcting academic deficiencies for the 500 schools noted on the attached Exhibit A as required by ISBE. These schools are on probation and/or are in school improvement status for the 2012-2013 school year. Exhibit A excludes schools that closed at the end of the 2011-2012 school year.

The CIWPs were developed pursuant to Sections 5/2-3.25d and 5/34-2.4 of the Illinois School Code. Board approval of school improvement plans is required for schools placed on probation pursuant to Section 5/34-8.3 and schools designated by the Illinois State Board of Education (ISBE) as being in school improvement status pursuant to Section 5/2-3.25d. These plans include specific steps that the Local School Councils and school staff must take to correct deficiencies and specific objective criteria by which the schools' subsequent progress shall be judged.

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

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

Monitoring of and support for these CIWPs will be the responsibility of the Network Chief of Schools Offices, Office of Portfolio, or AUSL with the assistance of the Office of Accountability and the Office of Network Support. The Network Chief of Schools is authorized to modify a probation school's CIWP as necessary to correct deficiencies throughout the school year.

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

FINANCIAL: Within budgetary appropriations.

12-1219-EX2

Approved as to legal form:

James Bebley
General Counsel

Approved:

Barbara Byrd-Bennett
Chief Executive Officer

Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990250090	Ace Technical Charter High School		Restructuring Implementation	Academic Watch Status Year 3
150162990252051	Addams Elem School		Restructuring Implementation	Academic Watch Status Year 3
150162990252054	Aldridge Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252055	Altgeld Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252270	Amandla Elem Charter Sch		Choice	Academic Early Warning Year 1
150162990252912	Ames Middle School		Restructuring Implementation	Academic Watch Status Year 10
150162990250001	Amundsen High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252895	Ariel Elem Community Academy	Probation	Choice	Academic Early Warning Year 1
150162990252058	Armour Elem School		Restructuring Implementation	Academic Watch Status Year 10
150162990252059	Armstrong G Elem Int'L Studies		Restructuring Implementation	Academic Watch Status Year 5
150162990252188	Armstrong L Elem Math & Sci	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252922	Ashburn Community Elem School		Corrective Action	Academic Watch Status Year 1
150162990252437	Ashe Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990250080	Aspira Charter High School		Restructuring Implementation	Academic Watch Status Year 4
150162990252061	Attucks Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990250839	Austin Bus & Entrepreneurship HS	Probation	Corrective Action	Academic Watch Status Year 1
150162990250840	Austin Polytechnical Academy HS	Probation	Choice SES	Academic Early Warning Year 2
150162990252063	Avalon Park Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252966	Azuela Elementary School			Academic Early Warning Year 1
150162990252065	Banneker Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252066	Barnard Elem Comp Math & Sci Ctr	Probation	Corrective Action	Academic Watch Status Year 1
150162990252067	Barry Elem School		Restructuring Implementation	Academic Watch Status Year 4
150162990252068	Barton Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252069	Bass Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252070	Bateman Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252078	Beaubien Elem School			Academic Watch Status Year 1
150162990252079	Beethoven Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252080	Beidler Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252081	Belding Elem School		Choice	Academic Early Warning Year 1
150162990252923	Belmont-Cragin Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252083	Bennett Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252084	Bethune Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252086	Black Magnet Elem School	Probation		
150162990250003	Bogan High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252088	Bond Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252771	Bontemps Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252089	Boone Elem School		Restructuring Implementation	Academic Watch Status Year 6
150162990252100	Bouchet Elem Math & Science Acad	Probation	Restructuring Implementation	Academic Watch Status Year 10

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Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990250824	Bowen High School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252090	Bradwell Comm Arts & Sci Elem Sch	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252093	Brennemann Elem School		Corrective Action	Academic Watch Status Year 1
150162990252094	Brentano Elem Math & Science Acad	Probation	Choice SES	Academic Early Warning Year 2
150162990252095	Bridge Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252096	Bright Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252870	Brighton Park Elem School		Restructuring Implementation	Academic Watch Status Year 7
15016299025222C	Bronzeville Lighthouse Elem Chrtr		Restructuring Planning	Academic Watch Status Year 2
150162990250834	Bronzeville Scholastic HS	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250788	Brooks College Prep Academy HS		Choice SES	Academic Early Warning Year 2
150162990252367	Brown R Elem Community Acad		Corrective Action	Academic Watch Status Year 1
150162990252097	Brown W Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252098	Brownell Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252110	Brunson Math & Sci Specialty Elem	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252102	Burbank Elem School		Restructuring Implementation	Academic Watch Status Year 9
150162990252103	Burke Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252107	Burnside Elem Scholastic Academy		Restructuring Planning	Academic Watch Status Year 2
150162990252109	Burroughs Elem School		Choice SES	Academic Early Warning Year 2
150162990252113	Caldwell Elem Acad of Math & Sci	Probation	Corrective Action	Academic Watch Status Year 1
150162990252934	Calmeca Acad Elem School	Probation	Choice	Academic Early Warning Year 1
150162990252118	Cameron Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252963	Camras Elementary School			Academic Early Warning Year 1
150162990252845	Canter Middle School	Probation	Corrective Action	Academic Watch Status Year 6
150162990252119	Canty Elem School			Academic Watch Status Year 1
150162990252783	Cardenas Elem School		Restructuring Implementation	Academic Watch Status Year 8
150162990252120	Carnegie Elem School	Probation	Choice	Academic Early Warning Year 1
150162990252122	Carroll Elem School		Restructuring Implementation	Academic Watch Status Year 4
150162990252876	Carson Elem School		Restructuring Implementation	Academic Watch Status Year 3
150162990252123	Carter Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250006	Carver Military Academy HS		Restructuring Implementation	Academic Watch Status Year 2
150162990252372	Carver Primary School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252862	Casals Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252106	Castellanos Elem School		Restructuring Implementation	Academic Watch Status Year 9
15016299025228C	Catalyst Circle Rock Elem School		Choice SES	Academic Early Warning Year 2
15016299025223C	Catalyst Elem Charter School		Restructuring Planning	Academic Watch Status Year 2
150162990252127	Cather Elem School		Restructuring Implementation	Academic Watch Status Year 2
150162990252128	Chalmers Elem Specialty School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252130	Chase Elem School		Restructuring Implementation	Academic Watch Status Year 7

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Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990252886	Chavez Elem Multicultural Acad Ct		Restructuring Implementation	Academic Watch Status Year 9
150162990250820	Chicago Academy High School		Restructuring Implementation	Academic Watch Status Year 3
150162990250772	Chicago HS for Agricult Sciences			Academic Watch Status Year 3
15016299025201C	Chicago International Charter		Restructuring Implementation	Academic Watch Status Year 9
15016299025217C	Chicago Math & Sci Elem Charter		Corrective Action	Academic Watch Status Year 1
150162990250795	Chicago Military Academy HS	Probation	Restructuring Implementation	Academic Watch Status Year 7
15016299025225C	Chicago Virtual Elem Charter Schl			Academic Early Warning Year 2
150162990250816	Chicago Voc Achievement Acad HS		Choice SES	Academic Early Warning Year 2
150162990250526	Chicago Vocational Career Acad HS	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252904	Christopher Elem School		Restructuring Implementation	Academic Watch Status Year 9
150162990252936	Claremont Academy Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252700	Clark G R Elem School		Choice	Academic Early Warning Year 1
150162990250827	Clark Acad Prep Magnet High Schl	Probation	Restructuring Planning	Academic Watch Status Year 5
150162990252132	Clay Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250545	Clemente Community Academy HS	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252133	Cleveland Elem School		Choice	Academic Early Warning Year 1
150162990252134	Clinton Elem School		Restructuring Implementation	Academic Watch Status Year 6
150162990252135	Clissold Elem School			Academic Early Warning Year 1
150162990252918	Colemon J Elem Academy		Choice SES	Academic Early Warning Year 2
150162990252136	Coles Elem Language Academy		Corrective Action	Academic Watch Status Year 10
150162990250841	Collins Academy High School	Probation	Choice SES	Academic Early Warning Year 2
150162990252919	Columbia Explorers Elem Academy		Restructuring Implementation	Academic Watch Status Year 3
150162990250846	Community Services West High Sch	Probation		Academic Watch Status Year 1
150162990252139	Cook Elem School		Restructuring Implementation	Academic Watch Status Year 10
150162990252142	Cooper Elem Dual Language Academy		Restructuring Planning	Academic Watch Status Year 2
150162990252145	Corkery Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250543	Corliss High School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990250008	Crane Technical Prep High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252147	Crown Elem Comm Acd Fine Arts Ctr	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252617	Cuffe Math-Sci Tech Elem Academy		Choice	Academic Early Warning Year 1
150162990252637	Cullen Elem School	Probation	Choice	Academic Early Warning Year 1
150162990250617	Curie Metropolitan High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252799	Curtis Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252837	Daley Elem Academy		Restructuring Planning	Academic Watch Status Year 2
150162990252148	Darwin Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252149	Davis N Elem School		Restructuring Implementation	Academic Watch Status Year 10
150162990252954	Davis, M Magnet Elem School		Choice SES	Academic Watch Status Year 1
150162990252150	Dawes Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 5

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Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990252825	De Diego Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990252152	Delano Elem School		Restructuring Implementation	Academic Watch Status Year 10
150162990252153	Deneen Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252605	Depriest Elem School		Restructuring Implementation	Academic Watch Status Year 10
150162990252154	Dett Elem School		Choice	Academic Early Warning Year 1
150162990252158	Dever Elem School			Academic Early Warning Year 1
150162990250832	Devry Advantage Academy High Schl			Academic Watch Status Year 3
150162990252159	Dewey Elem Academy of Fine Arts	Probation	Corrective Action	Academic Watch Status Year 1
150162990252603	Dirksen Elem School		Choice	Academic Watch Status Year 2
150162990252160	Disney Elem Magnet School		Choice	Academic Early Warning Year 1
150162990252161	Dixon Elem School		Choice	Academic Early Warning Year 1
150162990252927	Dodge Elem School		Choice	Academic Early Warning Year 1
150162990252937	Doolittle Elem School	Probation	Restructuring Planning	Academic Watch Status Year 5
150162990252167	Dore Elem School			Academic Early Warning Year 2
150162990250831	Douglass Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990252169	Drake Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252173	Dubois Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252175	Dulles Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252176	Dumas Technology Acad Elem Sch	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990250531	Dunbar Vocational Career Acad HS	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252177	Dunne Technology Acad Elem Sch		Choice SES	Academic Early Warning Year 2
150162990252933	Durkin Park Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252179	Dvorak Technology Acad Elem Sch	Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990250798	Dyett High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990252180	Earle Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252181	Eberhart Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252185	Edwards Elem School		Restructuring Implementation	Academic Watch Status Year 4
150162990252187	Ellington Elem School		Restructuring Implementation	Academic Watch Status Year 9
150162990252189	Emmet Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252190	Ericson Elem Scholastic Academy	Probation	Choice SES	Academic Early Warning Year 2
15016299025219C	Erie Elem Charter School		Corrective Action	Academic Watch Status Year 1
150162990252191	Esmond Elem School		Restructuring Implementation	Academic Watch Status Year 9
150162990252192	Everett Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252873	Evergreen Academy Elem School		Restructuring Implementation	Academic Watch Status Year 8
150162990252913	Fairfield Elem Academy	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252194	Falconer Elem School		Restructuring Implementation	Academic Watch Status Year 5
150162990252195	Faraday Elem School		Restructuring Implementation	Academic Watch Status Year 2
150162990252198	Farnsworth Elem School			Academic Early Warning Year 2

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Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990250011	Farragut Career Academy HS		Restructuring Implementation	Academic Watch Status Year 2
150162990250012	Fenger Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252201	Fermi Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252202	Fernwood Elem School	Probation	Choice	Academic Early Warning Year 1
150162990252203	Field Elem School		Restructuring Implementation	Academic Watch Status Year 10
150162990252893	Finkl Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252204	Fiske Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
15016299025011C	Ford Power House Charter HS		Choice	Academic Early Warning Year 1
150162990250013	Foreman High School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252206	Fort Dearborn Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252618	Foster Park Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252946	Frazier Prep Acad Elem School		Corrective Action	Academic Watch Status Year 1
150162990252209	Fuller Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252210	Fulton Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252211	Funston Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250015	Gage Park High School	Probation	Restructuring Implementation	Academic Watch Status Year 2
15016299025220C	Galapagos Elem Charter School		Choice SES	Academic Early Warning Year 2
150162990252212	Gale Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252213	Gallistel Elem Language Academy		Restructuring Implementation	Academic Watch Status Year 5
150162990252964	Garcia Lorca Elementary School			Academic Early Warning Year 1
150162990252956	Garfield Park Prep Acad Elem Sch	Probation	Choice	Academic Early Warning Year 2
150162990252773	Garvey M Elem School	Probation	Choice	Academic Early Warning Year 1
150162990252214	Garvy J Elem School			Academic Watch Status Year 1
150162990252215	Gary Elem School		Restructuring Implementation	Academic Watch Status Year 10
150162990252236	Gillespie Elem School		Restructuring Implementation	Academic Watch Status Year 10
15016299025229C	Global Citizenship Elem Sch		Choice	Academic Early Warning Year 1
150162990252220	Goethe Elem School		Choice	Academic Early Warning Year 1
150162990252221	Goldblatt Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252222	Gompers Elem Fine Arts Opt School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252812	Goodlow Elem Magnet School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252223	Goudy Elem School		Corrective Action	Academic Watch Status Year 1
150162990252224	Graham A Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252226	Gray Elem School		Restructuring Implementation	Academic Watch Status Year 3
150162990252227	Greeley Elem School		Choice	Academic Early Warning Year 1
150162990252048	Green W Elem School		Choice SES	Academic Early Warning Year 2
150162990252229	Greene N Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252230	Gregory Math & Sci Elem Academy		Choice	Academic Early Warning Year 1
150162990252231	Gresham Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10

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Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990252811	Gunsaulus Elem Scholastic Academy		Corrective Action	Academic Watch Status Year 1
150162990252235	Haines Elem School		Corrective Action	Academic Watch Status Year 1
150162990252239	Hale Elem School		Corrective Action	Academic Watch Status Year 5
150162990252092	Haley Elem Academy		Restructuring Implementation	Academic Watch Status Year 10
150162990252240	Hamilton Elem School			Academic Early Warning Year 1
150162990252241	Hamline Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252242	Hammond Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252916	Hampton Elem Fine & Perf Arts Sch		Restructuring Implementation	Academic Watch Status Year 7
150162990250779	Hancock College Preparatory HS	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252726	Hanson Park Elem School		Restructuring Implementation	Academic Watch Status Year 3
150162990250016	Harlan Community Academy HS	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990250017	Harper High School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252246	Harvard Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252247	Haugan Elem School		Restructuring Implementation	Academic Watch Status Year 3
150162990252636	Hay Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252252	Hayt Elem School		Restructuring Implementation	Academic Watch Status Year 3
150162990252254	Healy Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252255	Hearst Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252256	Hedges Elem School		Restructuring Implementation	Academic Watch Status Year 8
150162990252258	Henderson Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252259	Hendricks Elem Community Academy	Probation	Choice SES	Academic Early Warning Year 2
150162990252260	Henry Elem School		Restructuring Implementation	Academic Watch Status Year 7
150162990252261	Henson Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252262	Herbert Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252597	Hernandez Middle School	Probation	Choice	Academic Early Warning Year 2
150162990252263	Herzl Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252265	Hibbard Elem School		Restructuring Implementation	Academic Watch Status Year 4
150162990252266	Higgins Elem Community Academy		Choice SES	Academic Early Warning Year 2
150162990252267	Hinton Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990250019	Hirsch Metropolitan High School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252268	Hitch Elem School		Choice SES	Academic Early Warning Year 2
150162990252269	Holden Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252270	Holmes Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990250799	Hope College Prep High School	Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252961	Hope Inst Learning Acad ES	Probation	Choice	Academic Early Warning Year 2
150162990252273	Howe Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252275	Hoyne Elem School		Choice	Academic Early Warning Year 1
150162990250020	Hubbard High School	Probation	Restructuring Implementation	Academic Watch Status Year 9

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Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990252276	Hughes C Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252620	Hughes L Elem School	Probation	Choice	Academic Watch Status Year 2
150162990252280	Hurley Elem School		Restructuring Implementation	Academic Watch Status Year 4
150162990250021	Hyde Park Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250837	Infinity Math Science & Tech HS		Restructuring Planning	Academic Watch Status Year 2
150162990252358	Inter-American Elem Magnet School			Academic Watch Status Year 1
150162990252281	Irving Elem School		Corrective Action	Academic Watch Status Year 1
150162990252046	Jackson M Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252284	Jahn Elem School		Choice	Academic Early Warning Year 1
150162990252285	Jamieson Elem School		Choice	Academic Early Warning Year 1
150162990252287	Jenner Elem Academy of The Arts	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252288	Jensen Elem Scholastic Academy		Choice SES	Academic Early Warning Year 2
150162990252290	Johnson Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252775	Joplin Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252889	Jordan Elem Community School		Restructuring Implementation	Academic Watch Status Year 7
150162990250767	Juarez Community Academy HS	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990250763	Julian High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252292	Jungman Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252806	Kanoon Elem Magnet School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250022	Kelly High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250023	Kelvyn Park High School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990250024	Kennedy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250025	Kenwood Academy High School		Corrective Action	Academic Watch Status Year 1
150162990252294	Kershaw Elem School		Restructuring Implementation	Academic Watch Status Year 5
150162990252295	Key Elem School		Restructuring Implementation	Academic Watch Status Year 10
150162990252296	Kilmer Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990250039	King College Prep High School		Corrective Action	Academic Watch Status Year 5
150162990252297	King Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252299	Kinzie Elem School			Academic Watch Status Year 3
150162990252300	Kipling Elem School		Choice	Academic Early Warning Year 1
15016299025215C	Kipp Ascend Elem Charter School		Choice SES	Academic Early Warning Year 2
150162990252301	Kohn Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252304	Kozminski Elem Community Academy	Probation	Corrective Action	Academic Watch Status Year 1
150162990252305	Lafayette Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990250026	Lake View High School		Restructuring Implementation	Academic Watch Status Year 8
150162990252704	Langford A Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252900	Lara Elem Academy		Restructuring Implementation	Academic Watch Status Year 9
150162990252492	Lavizzo Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10

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Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990252309	Lawndale Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252322	Lawrence Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
15016299025208C	Learn Elem Charter School		Choice	Academic Early Warning Year 1
150162990252703	Lee Elem School		Restructuring Implementation	Academic Watch Status Year 7
15016299025221C	Legacy Elem Charter School		Choice	Academic Early Warning Year 1
150162990252714	Leland Elem School	Probation	Choice	Academic Early Warning Year 1
150162990252311	Lewis Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252313	Libby Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252314	Lincoln Elem School			Academic Early Warning Year 1
150162990250047	Lincoln Park High School			Academic Watch Status Year 7
150162990252315	Linne Elem School		Restructuring Implementation	Academic Watch Status Year 8
150162990252896	Little Village Elem School		Restructuring Implementation	Academic Watch Status Year 8
150162990252316	Lloyd Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990252317	Locke J Elem School		Restructuring Implementation	Academic Watch Status Year 8
150162990252881	Logandale Middle School		Choice SES	Academic Early Warning Year 2
150162990252319	Lovett Elem School		Restructuring Implementation	Academic Watch Status Year 9
150162990252321	Lowell Elem School		Restructuring Implementation	Academic Watch Status Year 10
150162990252303	Lozano Elem Bilingual & Intl Ctr	Probation	Corrective Action	Academic Watch Status Year 1
150162990252323	Lyon Elem School		Corrective Action	Academic Watch Status Year 1
150162990252838	Madero Middle School		Restructuring Implementation	Academic Watch Status Year 7
150162990252324	Madison Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252326	Manierre Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990250616	Manley Career Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252328	Mann Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252329	Marconi Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250842	Marine Military Academy HS		Choice SES	Academic Early Warning Year 2
150162990252330	Marquette Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252331	Marsh Elem School		Restructuring Implementation	Academic Watch Status Year 3
150162990250029	Marshall Metropolitan High School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252882	Marshall Middle School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252334	Mason Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250858	Mason High School	Probation		
150162990250030	Mather High School		Restructuring Implementation	Academic Watch Status Year 9
150162990252336	May Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252337	Mayer Elem School			Academic Watch Status Year 4
150162990252338	Mayo Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252802	Mays Elem Academy	Probation	Choice SES	Academic Early Warning Year 2
150162990252877	Mcauliffe Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 4

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Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990252339	Mcclellan Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252341	Mccormick Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252344	Mccutcheon Elem School		Corrective Action	Academic Watch Status Year 1
150162990252346	Mckay Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252634	Mcnair Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252349	Mcpherson Elem School		Restructuring Implementation	Academic Watch Status Year 7
150162990252352	Melody Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252804	Metcalfe Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252452	Mireles Elem Academy	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252354	Mollison Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252355	Monroe Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990252356	Moos Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252047	Morgan Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990250031	Morgan Park High School	Probation	Choice SES	Academic Watch Status Year 6
150162990252357	Morrill Elem Math & Sci School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252844	Morton Elem Career Academy	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252362	Mount Vernon Elem School		Restructuring Implementation	Academic Watch Status Year 9
150162990252363	Mozart Elem School		Restructuring Implementation	Academic Watch Status Year 9
150162990250836	Multicultural Acad of Scholarshp HS		Restructuring Planning	Academic Watch Status Year 2
150162990252365	Murphy Elem School		Choice	Academic Early Warning Year 1
15016299025218C	Namaste Elem Charter School		Corrective Action	Academic Watch Status Year 1
150162990252368	Nash Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252924	National Teachers Elem Academy		Restructuring Implementation	Academic Watch Status Year 7
150162990252369	Neil Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990252930	New Field Elem School		Restructuring Implementation	Academic Watch Status Year 4
150162990252072	Nicholson Technology Acad Elem Sch		Restructuring Implementation	Academic Watch Status Year 9
150162990252373	Nightingale Elem School		Restructuring Implementation	Academic Watch Status Year 8
150162990252823	Ninos Heroes Elem Academic Ctr		Restructuring Implementation	Academic Watch Status Year 10
150162990252374	Nixon Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252375	Nobel Elem School		Restructuring Implementation	Academic Watch Status Year 8
15016299025006C	Noble Street Charter High School		Restructuring Implementation	Academic Watch Status Year 3
15016299025005C	North Lawndale Charter HS		Restructuring Implementation	Academic Watch Status Year 9
150162990252935	North River Elem School		Choice SES	Academic Early Warning Year 2
150162990250825	North-Grand High School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252915	Northwest Middle School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252381	Oglesby Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252382	O'Keeffe Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252842	Orozco Elem Fine Arts & Sciences		Corrective Action	Academic Watch Status Year 1

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Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990250847	Orr Academy High School	Probation	Choice SES	Academic Watch Status Year 1
150162990252898	Ortiz De Dominguez Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252386	Otis Elem School		Choice SES	Academic Early Warning Year 2
150162990252387	O'Toole Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252388	Overton Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990252810	Owens Elem Community Academy	Probation	Choice	Academic Early Warning Year 1
150162990252390	Paderewski Elem Learning Academy	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252391	Palmer Elem School		Restructuring Implementation	Academic Watch Status Year 5
150162990252394	Park Manor Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252392	Parker Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252393	Parkman Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252395	Parkside Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 10
15016299025214C	Passages Elem Charter School		Choice	Academic Early Warning Year 1
150162990252396	Pasteur Elem School		Restructuring Planning	Academic Watch Status Year 4
150162990252397	Peabody Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252398	Peck Elem School		Restructuring Implementation	Academic Watch Status Year 9
150162990252399	Peirce Elem Intl Studies School		Restructuring Implementation	Academic Watch Status Year 4
150162990252400	Penn Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252864	Perez Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252940	Pershing West Elem Magnet School		Choice	Academic Early Warning Year 1
15016299025003C	Perspectives Charter High School		Restructuring Planning	Academic Watch Status Year 2
150162990252403	Peterson Elem School		Choice SES	Academic Early Warning Year 2
150162990250034	Phillips Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990250803	Phoenix Military Academy HS		Restructuring Implementation	Academic Watch Status Year 7
150162990252385	Piccolo Elem Specialty School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252404	Pickard Elem School		Restructuring Implementation	Academic Watch Status Year 10
150162990252289	Pilsen Elem Community Academy	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252405	Pirie Elem Fine Arts & Academic C		Choice	Academic Early Warning Year 1
150162990252406	Plamondon Elem School		Choice	Academic Early Warning Year 1
150162990252951	Plato Learning Acad Elem School		Choice	Academic Watch Status Year 1
15016299025226C	Polaris Elem Charter Academy		Corrective Action	Academic Watch Status Year 1
150162990252408	Pope Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252409	Portage Park Elem School		Restructuring Implementation	Academic Watch Status Year 5
150162990252785	Powell Elem Paideia Comm Academy		Restructuring Implementation	Academic Watch Status Year 5
150162990252410	Prescott Elem School		Choice	Academic Early Warning Year 1
150162990252958	Prieto Math-Science Elem Sch		Choice	Academic Early Warning Year 2
150162990252510	Pritzker Elem School		Choice	Academic Early Warning Year 1
15016299025017C	Prologue - Johnston Fine Arts HS			Academic Early Warning Year 1

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Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990250534	Prosser Career Academy HS		Restructuring Implementation	Academic Watch Status Year 9
15016299025224C	Providence-Englewood Elem Charter		Choice	Academic Early Warning Year 1
150162990252412	Prussing Elem School		Choice	Academic Early Warning Year 1
150162990252413	Pulaski Intl School		Restructuring Implementation	Academic Watch Status Year 6
150162990252414	Pullman Elem School		Restructuring Implementation	Academic Watch Status Year 8
150162990250826	Raby High School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252807	Randolph Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252416	Ravenswood Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252419	Reavis Elem Math & Sci Spec Schl	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252421	Reilly Elem School		Restructuring Implementation	Academic Watch Status Year 8
150162990252422	Reinberg Elem School		Restructuring Planning	Academic Watch Status Year 4
150162990252423	Revere Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250536	Richards Career Academy HS	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990250828	Rickover Naval Academy High Schl		Restructuring Planning	Academic Watch Status Year 2
150162990250766	Robeson High School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252724	Robinson Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252426	Rogers Elem School		Choice	Academic Early Warning Year 1
150162990250035	Roosevelt High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252869	Roque De Duprey Elem School		Restructuring Implementation	Academic Watch Status Year 8
150162990252427	Ross Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252428	Ruggles Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252867	Ruiz Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252429	Ryder Elem Math & Sci Spec School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252432	Ryerson Elem School		Restructuring Implementation	Academic Watch Status Year 9
150162990252828	Sabin Elem Magnet School		Choice SES	Academic Early Warning Year 2
150162990252706	Salazar Elem Bilingual Center		Choice SES	Academic Early Warning Year 2
150162990252914	Sandoval Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252829	Saucedo Elem Scholastic Academy		Restructuring Implementation	Academic Watch Status Year 4
150162990252435	Sawyer Elem School		Restructuring Implementation	Academic Watch Status Year 6
150162990252436	Sayre Elem Language Academy		Choice SES	Academic Early Warning Year 2
150162990252438	Scammon Elem School		Restructuring Implementation	Academic Watch Status Year 5
150162990252442	Schmid Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990250806	School of Leadership High School	Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990250835	School of Social Justice HS		Restructuring Planning	Academic Watch Status Year 2
150162990252444	Schubert Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250036	Schurz High School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990250037	Senn High School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252446	Seward Elem Communication Arts Ac		Restructuring Implementation	Academic Watch Status Year 3

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Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990252447	Sexton Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
15016299025203C	Shabazz International Chrtr Schls		Corrective Action	Academic Watch Status Year 1
150162990252453	Sherman Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252454	Sherwood Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252455	Shields Elem School		Restructuring Implementation	Academic Watch Status Year 9
150162990252456	Shoesmith Elem School		Corrective Action	Academic Watch Status Year 1
150162990252457	Shoop Math-Sci Tech Elem Academy	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250537	Simeon Career Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252768	Smith W Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252459	Smyser Elem School		Corrective Action	Academic Watch Status Year 1
150162990252460	Smyth J Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252439	Songhai Elem Learning Institute	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252960	South Shore Fine Arts Elem Sch	Probation	Choice	Academic Early Warning Year 1
150162990252462	Spencer Technology Acad Elem Sch		Restructuring Implementation	Academic Watch Status Year 10
150162990250818	Spry Community Links High School		Restructuring Implementation	Academic Watch Status Year 3
150162990252469	Spry Elem Community School		Restructuring Implementation	Academic Watch Status Year 9
150162990252464	Stagg Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250041	Steinmetz College Prep HS	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252465	Stevenson Elem School		Restructuring Implementation	Academic Watch Status Year 8
150162990252466	Stewart Elem School		Restructuring Implementation	Academic Watch Status Year 9
150162990252470	Stockton Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252472	Stowe Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252474	Sullivan Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250042	Sullivan High School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252475	Sumner Elem Math & Sci Comm Acad		Choice SES	Academic Early Warning Year 2
150162990252476	Sutherland Elem School			Academic Early Warning Year 2
150162990252477	Swift Elem Specialty School		Choice SES	Academic Early Warning Year 2
150162990250043	Taft High School			Academic Watch Status Year 9
150162990252478	Talcott Elem School		Choice SES	Academic Early Warning Year 2
150162990252926	Talman Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990252479	Tanner Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252943	Tarkington Elem School		Restructuring Implementation	Academic Watch Status Year 3
150162990252480	Taylor Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250843	Team Englewood Comm Acad HS	Probation	Choice SES	Academic Early Warning Year 2
150162990252901	Telpochcalli Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252484	Thorp J N Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990250044	Tilden Career Community Academy HS	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252766	Till Elem Math & Science Academy	Probation	Restructuring Implementation	Academic Watch Status Year 7

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Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990252487	Tilton Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 2
150162990252488	Tonti Elem School		Restructuring Implementation	Academic Watch Status Year 6
150162990252489	Trumbull Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252490	Twain Elem School		Corrective Action	Academic Watch Status Year 1
15016299025204C	Univ of Chicago Elem Charter Schl		Restructuring Planning	Academic Watch Status Year 2
15016299025205C	UNO Acad Elem School		Restructuring Planning	Academic Watch Status Year 2
150162990250829	Uplift Community High School		Restructuring Implementation	Academic Watch Status Year 3
15016299025010C	Urban Prep Chtr Acad Englewood HS		Corrective Action	Academic Watch Status Year 1
150162990250844	VOISE Academy High School	Probation		
150162990252494	Volta Elem School		Restructuring Implementation	Academic Watch Status Year 4
150162990252495	Von Humboldt Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990250046	Von Steuben Metro Science HS		Choice SES	Academic Watch Status Year 5
150162990252497	Wacker Elem School		Choice SES	Academic Early Warning Year 2
150162990252498	Wadsworth Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252500	Walsh Elem School		Restructuring Implementation	Academic Watch Status Year 3
150162990252767	Ward L Elem School		Choice	Academic Early Warning Year 1
150162990252502	Warren Elem School		Corrective Action	Academic Watch Status Year 1
150162990250048	Washington G High School		Restructuring Implementation	Academic Watch Status Year 9
150162990252401	Washington H Elem School		Restructuring Implementation	Academic Watch Status Year 4
150162990252504	Waters Elem School			Academic Watch Status Year 7
150162990252505	Webster Elem School		Restructuring Implementation	Academic Watch Status Year 7
150162990250049	Wells Community Academy HS		Restructuring Implementation	Academic Watch Status Year 2
150162990252902	Wells Preparatory Elem Academy	Probation	Choice	Academic Early Warning Year 1
150162990252506	Wentworth Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252908	West Park Elem Academy	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252509	West Pullman Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252965	West Ridge Elementary School			Academic Early Warning Year 1
150162990252507	Westcott Elem School		Restructuring Implementation	Academic Watch Status Year 10
150162990252512	Whistler Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252729	White Elem Career Academy	Probation	Corrective Action	Academic Watch Status Year 1
150162990252513	Whitney Elem School		Restructuring Implementation	Academic Watch Status Year 9
150162990252514	Whittier Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250856	Williams Medical Prep High Sch		Choice	Academic Early Warning Year 2
150162990252932	Williams Middle Prep Academy	Probation	Choice SES	Academic Early Warning Year 2
150162990252928	Williams Multiplex Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252216	Woods Elem Math & Science Academy	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252521	Woodson South Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250830	World Language High School	Probation	Restructuring Planning	Academic Watch Status Year 2

12-1219-EX2

Exhibit A: Schools on Probation or in School Improvement Status

State RCDTS Code	School Name	2012-2013 Probation Status	2012-2013 Federal Improvement Status	2012-2013 State Improvement Status
150162990252522	Yale Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 10
150162990252542	Yates Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252525	Young Elem School		Restructuring Implementation	Academic Watch Status Year 10
15016299025007C	Young Womens Leadership Chartr HS		Restructuring Implementation	Academic Watch Status Year 7
15016299025004C	Youth Connections Charter HS		Restructuring Implementation	Academic Watch Status Year 9
150162990252897	Zapata Elem Academy		Restructuring Implementation	Academic Watch Status Year 3

12-1219-EX2

CHICAGO PUBLIC SCHOOLS
Public Hearing to Consider:
Proposed Reconstitution of William W. Carter Elementary School
Statement of Pamela Creed, Principal at Fuller School of Excellence
May 2, 2013

Good evening, Mr. Hearing Officer. My name is Pamela Creed. I am employed by the Academy of Urban School Leadership as the Principal of Fuller School of Excellence.

The CEO has asked me to appear at this hearing today to convey to you, and the Carter school community, as well as interested members of the public in attendance, information on the Academy of Urban School Leadership, otherwise known as AUSL.

By way of background, I have been the Principal of Fuller School of Excellence, an AUSL school, since 2012, and was the Principal of Dulles School of Excellence, another AUSL school, from 2009-2012. Prior to joining AUSL, I served as Director of Chicago International Charter School-Washington Park Campus for three years; Principal-in-Residence of Belmont-Cragin Elementary School for one year; and have five years of experience as a teacher. I also have over twenty years of experience in the private sector in various leadership roles, including six years as academic advisor and counselor roles at the college level. By way of education, I have three Master's degrees in Education, Counseling and Guidance; Business Administration, Management and Administration; and Teaching. Further, I have a Certificate of Advanced Study in Administration and Supervision.

AUSL is a non-profit agency that partners with CPS to manage schools. AUSL is a proven turnaround provider that has a great deal of experience improving student achievement at chronically underperforming Chicago Public Schools. AUSL manages 25 schools and 7 are "dual mission" CPS schools, which include training academies that equip teachers to work specifically in turnaround settings. The remaining 18 schools are turnarounds; 16 elementary schools and 2 high schools.

While the turnaround process is a multi-year journey, experience has shown that AUSL turnaround strategies create higher performing schools with accelerated student academic growth and other indicators of good schools. AUSL has transformed schools with disorderly school environments and persistently low

student achievement into schools with positive school climates that are inviting and conducive to increasing student achievement and accelerating student academic growth.

The PowerPoint presentation currently being shown illustrates AUSL's multi-year success in implementing turnaround strategies. The first slide compares the percentage of students meeting or exceeding state standards before AUSL managed the school to the same schools' performance in the 2011-2012 year. As you can see, AUSL turnarounds have produced the following results:

- At Howe School of Excellence, only 42.8 percent of students were meeting or exceeding state standards on the ISAT before the turnaround. In year four, 70.2 percent of students were meeting or exceeding state standards.

- At Morton School, only 41 percent of students were meeting or exceeding state standards on the ISAT prior to the turnaround. At year four of the turnaround, 78.2 percent of the students were meeting or exceeding state standards.

- At Dulles School of Excellence, only 48.5 percent of students were meeting or exceeding state standards on the ISAT before the turnaround. In year three, 70.1 percent of students were meeting or exceeding state standards.

The second slide compares the schools' performance growth for the last 6 years to that of the District. As you can see, every year since 2007, AUSL's average yearly increase in the percentage of students meeting or exceeding on the ISAT has more than doubled the average yearly increase at CPS.

AUSL has developed a data driven framework that is the basis for its plan to improve academic performance outcomes at Carter, including:

1. First, the development of rigorous, transparent goals for schools, teams, and individuals, including a high expectations and no excuses climate and culture;

2. Second, the use of performance management systems with cycles of inquiry and data driven intervention;

3. Third, the inclusion of high-quality instruction through implementation of Common Core State Standards to ensure a rigorous instructional program

that gives students the knowledge and skills needed to be college and career ready;

4. Fourth, efforts to recruit, retain, and motivate high-quality staff to meet the needs of the school community, including educators with the appropriate bilingual language skills and special education training;

5. Fifth, intervention and tutoring services for students who need extra support in reading and math;

6. Sixth, advanced data systems and aligned assessments that allow staff to identify students who need additional assistance early and give them the help they need to stay on track;

7. Seventh, after school programs to give students access to additional instruction time to further accelerate student achievement;

8. Eighth, professional development and coaching that give teachers the strategies and tools needed to address diverse needs of students in challenged urban environments; and

9. Finally, extensive curricular enhancements, including fine and performing arts and athletics, to round out the curriculum and extend the students' time at school learning.

AUSL's full school turnaround plan also includes improvements emphasizing students' social-emotional behavior, with:

- Effective attendance and discipline policies;

- Safe and orderly school and classroom environments;

- Focus on skills related to self-management, responsible decision making, empathy toward others, establishing positive interpersonal relationships, and determining positive goals; and

- Partnerships with outside agencies that provide additional supports to students and their families.

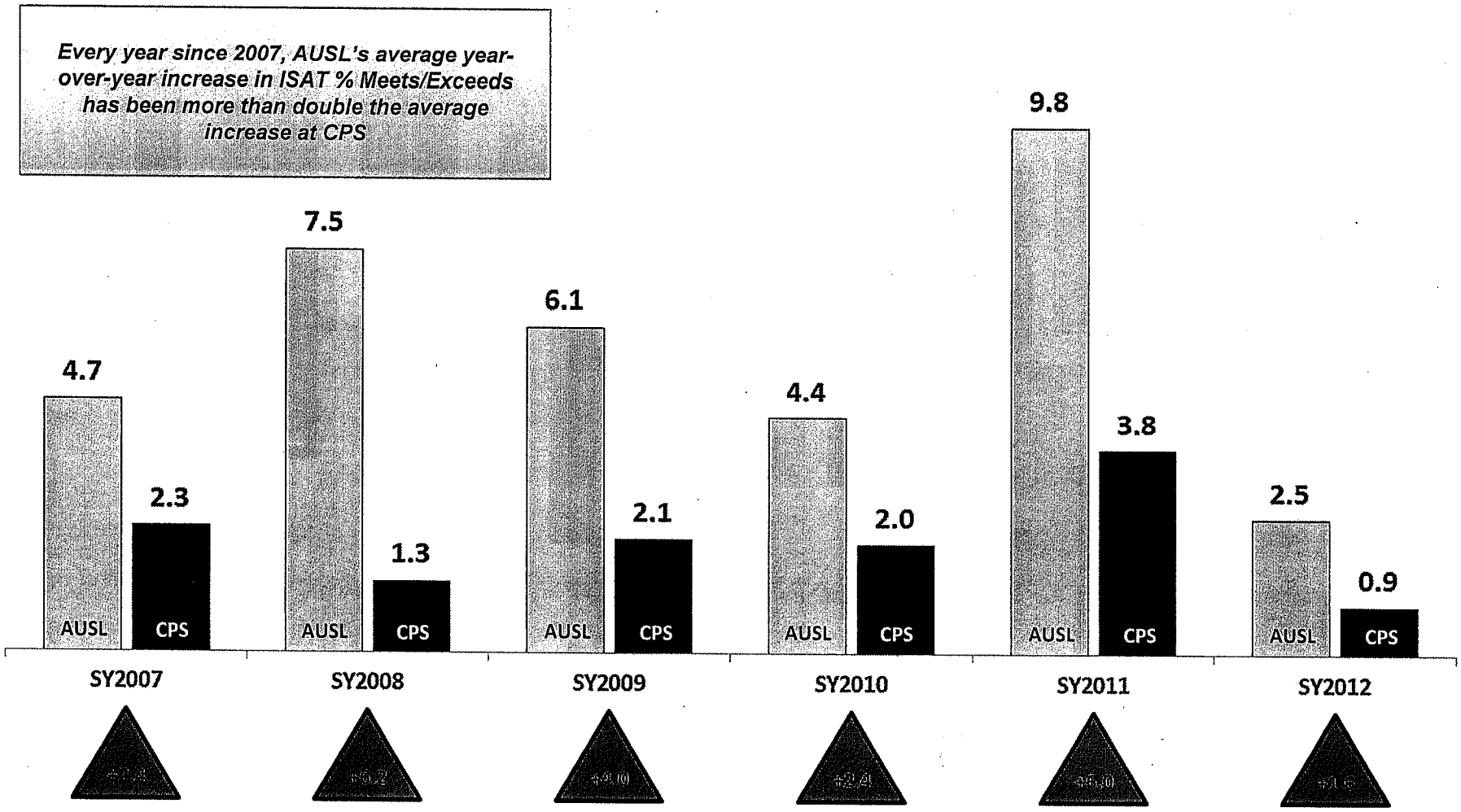
As you can see, AUSL's full school turnaround plan is designed to be a comprehensive approach to teaching and learning. If the Board approves this

proposal, AUSL would welcome the opportunity to serve the Carter school community.

Thank you, Madame Hearing Officer. This concludes my statement.

AUSL vs. CPS: Average Annual ISAT Growth

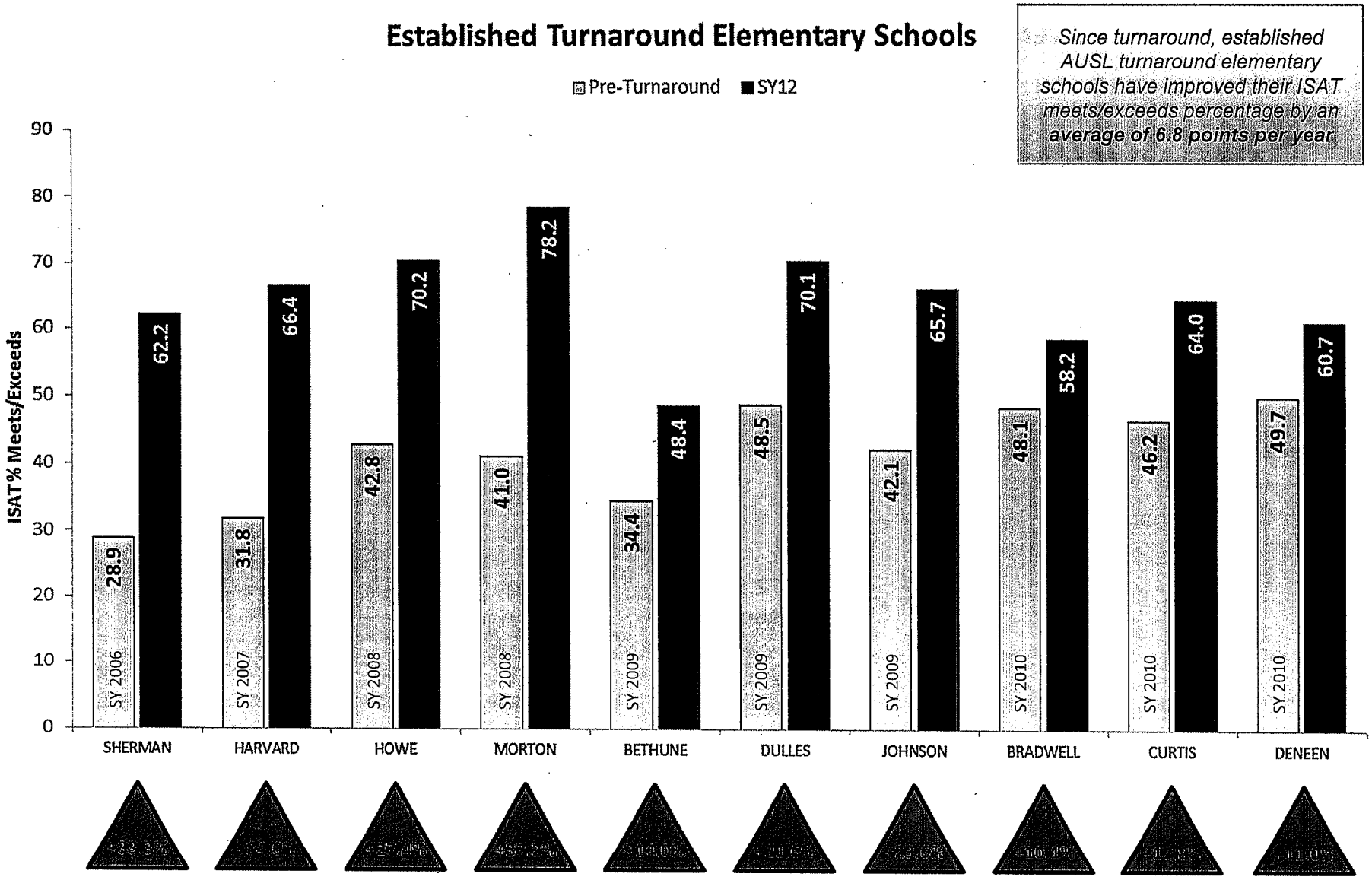
Average Change in ISAT % Meets Exceeds from Previous Year
AUSL Turnaround Elementary Schools vs. CPS



NOTE: Numbers INCLUDE English Language Learners

SOURCE: CPS.edu,

AUSL Schools: ISAT Growth since Turnaround



*Since turnaround, established AUSL turnaround elementary schools have improved their ISAT meets/exceeds percentage by an **average of 6.8 points per year***

NOTE: Numbers INCLUDE English Language Learners

SOURCE: CPS.edu,