PUBLIC HEARING TO CONSIDER THE
PROPOSED RECONSTITUTION OF
THOMAS CHALMERS SPECIALTY ELEMENTARY SCHOOL

THURSDAY MAY 2, 2013
COMMENCING AT 8:00 P.M.

The Report of Proceedings had in the meeting of the above-entitled cause, taken before ROBBIN M. OCHENKOWSKI, Certified Shorthand Reporter and Notary Public in and for the County of Cook and State of Illinois, held on May 2, 2013, at Suite 500, 125 South Clark Street, Chicago, Illinois, commencing at the hour of approximately 8:00 o'clock p.m.

HONORABLE FREDRICK H. BATES
HEARING OFFICER

MS. ESTHER YAHNIG
(Assistant General Counsel of the Board of Education of the City of Chicago, Law Department)

MR. RYAN CROSBY
(Director of Performance Data and Policy)

MS. CHANDRA JAMES
(Chief of Schools for the Austin-North Lawndale Elementary School Network)

MS. ALICE HENRY
(Principal of James Weldon Johnson Elementary School)

ALSO PRESENT: Timekeeper - Ms. Ruchi Verma
Spanish Interpreter
Sign Language Interpreter

SPEAKERS

	PAGE
* MR. W. T. HARRIS (LSC/Alumni/Community Representative)	38
MR. TYJUAN CRATIC (Alderman Irving's Office)	48
MS. KIMBERLY JONES (Parent/Teacher)	49
MS. KENYA BERNARD (Parent/LSC)	51
* MR. DAVID WOLFE (LSC Member)	53
"STUDENT 1"	54
"STUDENT 2"	57
"STUDENT 3"	60
MR. ROBERT MORESCHI (Math Teacher)	62
* MR. LOUIS LANE (Teacher)	65
* MS. TERTIA HOLLOMAN (Teacher)	69
MS. CHRISTINE DECATUS (School Counselor)	72
MS. DEBORAH POPE (CTU)	75
MR. JAY OESTERREICHER (Case Manager)	78
* MS. VALERIE LEONARD (Lawndale Alliance)	80

* Submitted Documents *

SPEAKERS (Cont'd.)

	PAGE
MS. FARINA DORSEY (Community Member)	83
MS. STEPHANIE BOYD (Teacher)	86
MR. WALLACE WILBOURN (Community Resident)	89
MS. SARVITTE GRAHAM (LSC/Alumni/Community Representative)	92

- - - - -

E X H I B I T S

CHICAGO PUBLIC SCHOOLS

	PAGE
CPS Exhibit 1 (CEO's compiled binder of documents)	10
(received into evidence)	12

* SCHOOL *

School Exhibit 2 (per Dr. Kent Nolen, presented by Mr. W.T. Harris - binder of Thomas Chalmers School presentation)	12
(received into evidence)	12
School Exhibit 3 (presented per Mr. David Wolfe petitions - binder of signatures and letters written by students)	54
(received into evidence)	54

UNMARKED DOCUMENTS

Document presented by Mr. Louis Lane and Ms. Tertia Holloman	65-72
Document presented by Ms. Valerie Leonard	80-83

- - - - -

(WHEREUPON, the following proceedings were had in the above-entitled cause.)

HONORABLE BATES: Good evening. My name is Fredrick Bates. I'm an attorney in private practice here in Chicago. I am not an employee of CPS.

On or about April 3, 2013, the Chief Executive Officer, or the CEO, of the Chicago Public Schools retained me to serve as an independent hearing officer in connection with this matter.

The purpose of this hearing is to enable me to receive public com -- comments from concerned persons, specifically including representatives of the CEO, members of the local school council, parents, members of the school staff, the principal and representatives of the Chicago Teachers Union and interested members of the public concerning the CEO's Proposal to Reconstitute Thomas Chalmers Specialty Elementary School pursuant to 105 ILCS 5/34-8.3(d)4 of the Illinois School Code.

Notice of this hearing was served on the parents, staff members, principal and members of the local school council.

Pursuant to that notice, this hearing was scheduled to begin at 8:00 p.m. this evening, and I'd like the record to reflect that we began this hearing at

8:00 p.m.

Pursuant to the directives provided in the document entitled Procedures for Public Hearings on Proposed School Reconstitutions, the Hearing Officer is solely responsible for conducting the hearing and determining the total number of persons who will speak at the hearing. The Hearing Officer may impose any limitations necessary to ensure that the proceedings are orderly and efficient.

I want to hear from as many people as possible this evening so I ask -- I have some ground rules that I would ask everyone to respect.

This is a public hearing. I will expect everyone in this room to comport their conduct to reflect that fact. Anyone who fails to do so will be removed.

Please turn off your cell phones or put them on vibrate. Do not clap or cheer if you agree with something someone has to say, do not boo if you are opposed to what someone has to say.

This is an opportunity for public comment regarding the CEO's rec -- recommendation. It is not an opportunity for questions and answers.

I reiterate to you, I am not an employee of

CPS. I do not have any answers to any questions.

I will attempt to conduct an orderly hearing, and, I assure you, I will respect everyone in this room. I will insist that you respect me by abiding by the ground rules that I've just set forth.

I will receive comments from representatives from CPS first concerning why they are proposing to reconstitute Chalmers Elementary School. Then I will hear from the individuals who have signed in to speak today primarily in the order they have signed in until everyone who signed in before 9:00 p.m. has been heard or until we reach the hour of 10:00 p.m., whichever occurs first.

Individuals who have signed in to speak during the designated hours to do so will each be given two minutes to present their comments.

Dr. Nolen --

That's N-o-l-e-n?

DR. NOLEN: Yes, sir.

HONORABLE BATES: -- the principal of the school, has asked for an accommodation, which I have agreed, and that accommodation is to allow W.T. Harris from six to eight minutes to speak and to have that be the first speaker after the CPS case, and I will accommodate that

request.

A certified court reporter is seated to my left, your right. She is here to transcribe this hearing. She cannot record two people speaking simultaneously. Therefore, if I have a question for you, I would ask you to please stop speaking, listen to my entire question and then answer. She cannot record us both talking at the same time.

Is there a need for a sign language or Spanish-speaking interpreter?

(No response)

HONORABLE BATES: Would you ask in Spanish?

THE SPANISH INTERPRETER: (Spanish language).

HONORABLE BATES: Okay. There are interpreters present if -- if they are needed.

When you are called upon to speak, I would ask that you come to the microphone, adjust the microphone so that it is reasonably close to your mouth, please state your name, your full name, and spell your full name, then please state your affiliation with Chalmers.

Following the public hearing, pursuant to state law and the procedures promulgated by the board governing this hearing, I will prepare and submit to the CEO a written recommendation and summary of the public

comments and documents received at the hearing this evening.

Finally, the record in this case will remain open until 5:00 p.m. tomorrow for persons to submit any written materials they want me to consider and make a part of the record.

Those materials should be submitted either in person to the CPS Law Department on the seventh floor of this building or via e-mail to qualityschools.edu, that's one word, qualityschools.edu. Materials submitted after 5:00 p.m. tomorrow will not considered in my recommendation and report.

My report will be issued sometime before the next board meeting. With that said, will the representative of the CPS please call your first witness, introduce yourself?

MS. YAHNIG: Thank you, Mr. Hearing Officer.

And before I call my witness and introduce myself, I'd like to make one correction. The e-mail address is qualityschools@cps.edu for the record.

HONORABLE BATES: Okay.

MS. YAHNIG: Thank you.

HONORABLE BATES: Qualityschools@cps.edu?

MS. YAHNIG: Correct.

Thank you very much.

My name is Esther Yahnig, E-s-t-h-e-r Y-a-h-n-i-g, and I am an attorney in the Chicago Board of Education's Law Department.

I'm appearing before you today in connection with the Proposal of the Chief Executive Officer, or the CEO, of the Chicago Public Schools to Reconstitute Thomas Chalmers Specialty Elementary School or Chalmers.

Throughout the CEO's presentation today, witnesses may refer to this Proposal as a reconstitution or as a turnaround.

(Document marked.)

MS. YAHNIG: At this time, I would like to ask that you admit into the record the CEO's compiled Exhibit 1, which is a binder of documents already tendered to you and being submitted for your consideration in support of this Proposal.

A copy of this binder is also available here in board chambers on the ledge behind me for public viewing.

The binder consists of evidence and written statements demonstrating that the CEO's Proposal complies with the Illinois School Code and with Board policy. Specifically, the written statements and

documents demonstrate the following:

At Tab A, the binder includes the notice letters to the parents and guardians of students, school administrators, faculty, staff, and local school council members at Chalmers.

Tab A also includes an affidavit attesting to the delivery of notice to the Chalmers parents or guardians, school administrators, faculty, staff and lo -- local school council members.

At Tab B, the binder includes the Illinois School Code Provisions on the Board's powers and the remediation and probation of attendance centers.

This tab also includes the Board's policies on school performance, remediation and probation for the 2011-'12 and 2012-'13 school years.

Tab B also includes the CEO's procedures for public hearings on proposed reconstitutions.

At Tab C, the binder includes written evidence in support of the CEO's Proposal. Tab C includes the written statement of Ryan Crosby and the accompanying presentation and supporting documents demonstrating that Chalmers was placed on probation and failed to make adequate progress in correcting deficiencies after one year.

Tab C also includes the written statement of Chandra James and supporting documents demonstrating that Chalmers has an improvement plan and budget for correcting deficiencies and has been provided with support from the network.

Finally, Tab C includes the written statement of Alice Henry and accompanying presentation describing the reconstitution method and how it is expected to improve outcomes at Chalmers.

At this time I'd like to request that the CEO's compiled Exhibit 1 be admitted into the record.

HONORABLE BATES: Counsel, CPS compilation 1 has been marked for identification and will be received into the record in this case.

(Document received.)

(Document marked.)

HONORABLE BATES: I would also note that the principal tendered to me the Thomas Chalmers School presentation which has been marked for identification as School Exhibit 2, and I'm going to receive that into evidence as well.

(Document received.)

HONORABLE BATES: I would note for the record that, having reviewed the material behind Tab A, my opinion

certainly will note that notice required by law has been provided.

MS. YAHNIG: Thank you.

I would now like to ask permission to call the CEO's first representative Ryan Crosby, who will make a statement in support of the Proposal. Mr. Crosby's statement is located in the binder at Tab 8.

HONORABLE BATES: Mr. Crosby, please have a seat, state your name for the record, and spell your first and last name for the court reporter.

MR. CROSBY: Good evening. My name is Ryan Crosby, R-y-a-n C-r-o-s-b-y.

HONORABLE BATES: You may proceed, sir.

MR. CROSBY: I'm the Director of Performance Data and Policy for the Chicago Public Schools. In this capacity I oversee the implementation of the District's Performance, Remediation and Probation Policy or Performance Policy and compliance with State and Federal School Accountability Policies. I have been in this position since June 2012 but have maintained oversight of the performance policy since 2008.

I'm appearing before you today to present specific data highlighting the low academic performance of Thomas Chalmers Specialty Elementary School. This

data will be displayed on the PowerPoint presentation currently being shown.

The Chief Executive Officer's proposed recommendation that Chalmers be reconstituted is based on Section 34-8.3 of the Illinois School Code. There's a copy of -- 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 percent 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, Chalmers has been a Level 3 school. In the 2007-2008 school year, Chalmers received 35.7 percent of available points. In the 2008-2009 school year, it received 9.5 percent of available

points. In the 2009-2010 school year, it received 28.6 percent of available points. In the 2010-2011 school year, it received 42.9 percent of available points, and in the 2010 -- 2011-2012 school year, it received 40.5 percent of available points.

Prior to five years ago, CPS still had a policy determining a school's accountability status. Chalmers has been on probation for the past six consecutive school years. The notices of Chalmers' performance policy status for the last five school years which were sent to the Chalmers' 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 Chalmers, the geographic network in which Chalmers is located and the district. Chalmers is located in the Austin-North Lawndale Network.

The team -- The term geographic network refers to the schools that are currently in the Austin-North Lawndale Elementary School Network science elementary schools located within the community but managed -- managed independently such as charter schools.

The calculations used in this testimony exclude

full-site selective enrollment schools. The reason for using geographic network -- the geographic network in this calculation was to show how Chalmers is performing compared to all other schools within its community.

As you can see, Chalmers' 2011-2012 ISAT meets or exceeds composite score, which is the combined result of the ISAT reading, mathematics, science assessments, was 54 percent compared to a geographic network average of 65.7 percent and a district average of 76.4 percent.

In reading, the percent of Chalmers' students meeting or exceeding state standards was 51.5 percent compared to a geographic network average of 63 percent and a district average of 73.4 percent. In mathematics, Chalmers' performance was 55.1 percent compared to a geographic network average of 70.4 percent and a district average of 80.5 percent. In science, Chalmers' performance was 59.2 percent compared to a geographic network average of 59.1 percent and a district average of 72.9 percent.

The next few slides show Chalmers' performance over time on the metrics used in the performance policy. These slides demonstrate that the performance gap between Chalmers and other schools in the network and across the district has been persistent over time.

Chalmers' ISAT composite needs or exceeds score was 6.1 percentage points below the geographic network average in 2005-2006 and 11.7 percentage points below the geographic network average in 2011-2012. Chalmers' ISAT composite meets or exceeds score was 21 percentage points below the district average in 2005-2006 and 22.4 percentage points below the district average in 2011-2012.

In addition to measuring the percentage of students meeting state standards, CPS also measures the percentage of students exceeding state standards. In 2011-2012, Chalmers' ISAT composite exceeds score was 4.2 percent compared to a geographic network average of 9.8 percent and a district average of 18.9 percent. Chalmers' composite exceeds score was 2.5 percentage points below the geographic network average in 2005-2006 and 5.6 percentage points below the geographic network average in 2011-2012. Chalmers' composite exceeds score was 8.5 percentage points below the district average in 2005-2006 and 14.7 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, Chalmers' ISAT composite exceeds score for its eighth graders was zero percent compared to a geographic network average of nine percent and a district average of 15.8 percent. Chalmers' eighth grade composite exceed score was 2.6 percentage points below the geographic network average in 2005-2006 and nine percentage points below the geographic network average in 2011-2012. Chalmers' eighth grade composite exceeds score was 8.5 percentage points below the district average in 2005-2006 and 15.8 percentage points below the district average in 2011-2012.

The performance gap between Chalmers and the district is consistent across subjects.

Chalmers' ISAT reading meets or exceeds score was 5.9 percentage points below the geographic network average in 2005-2006 and 11.5 percentage points below the geographic network average in 2011-2012. Chalmers' reading score was 19.1 percentage points below the district average in 2005-2006 and 21.9 percentage points below the district average in 2011-'12.

Chalmers' ISAT mathematics meets or exceeds score was 8.1 percentage points below the geographic

network average in 2005-2006 and 15.3 percentage points below the geographic network average in 2011-2012. Chalmers' mathematic score was 23.4 percentage points below the district average in 2005-2006 and 25.4 percentage points below the district average in 2011-2012.

Chalmers' science scores fluctuated between 2006 and 2011 before showing a large improvement in 2012. Chalmers' ISAT science meets or exceeds score was 0.4 percentage points above the geographic network average in 2005-2006 and was 0.1 percentage points above the geographic network average in 2011-2012. Chalmers' science score was 19.1 percentage points below the district average in 2005-2006 and 13.7 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 Chalmers had been consistently lower than the district average until the 2011-2012 school year when it was 96.7 percent, compared to a district average of 95.3 percent.

The value-added metric, which is compo -- which is 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 and 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 -- school's students are growing at a

faster pace than approximately 84 percent 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.

Chalmers' reading value-added score was negative 2.3 in 2009-2010, 1.2 in 2010-2011 and negative 2.11 in 2011-2012. Its mathematics value-added score was 0.5 in 2009-2010, negative 0.7 in 2010-2011 and negative 1.7 in 2011-2012.

This means that, on average, students at Chalmers grew at a below-average pace in reading and in -- and mathematics in two of the last three years.

As a point of reference, Chalmers' reading value-added score of negative 2.1 in 2011-2012 was in the second percentile, and its math value-added score of negative 1.7 was in the fourth percentile.

To conclude, Chalmers 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 rest of the district.

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

HONORABLE BATES: Thank you, Mr. Crosby.

I don't have any questions of this witness.

You can call your next witness, please.

MS. YAHNIG: Mr. Hearing Officer, I'd now like to call the CEO's next representative Chandra James, who will make a statement in support of the Proposal.

This statement is located in the binder at Tab 11.

HONORABLE BATES: Ms. James, please come forward, state your name for the record, and spell your first and last name, please.

Good evening.

MS. JAMES: Good evening.

My name is Chandra James, C-h-a-n-d-r-a J-a-m-e-s.

I am em --

I am employed by the Board of Education of the City of Chicago as the Chief of Schools for the Austin-North Lawndale Elementary School Network.

Chicago Public Schools are divided up until -- into networks, managed by a Chief, and provide support and oversight for the schools assigned to them on behalf

of the CEO.

Chalmers is within the Austin-North Lawndale Elementary Network, and I am responsible for support and the oversight of Chalmers on behalf of the CEO.

By way of background, I have been an educational professional for more than 25 years. I've been an elementary school science lab teacher, and I have held a number of leadership positions within the Chicago Public Schools system, including Elementary Science Manager and the Director of the Office of Mathematics and Science. I have served as an administrator in the Austin-North Lawndale Network where Chalmers is located as a curriculum coach, Deputy Chief of Schools and now as Chief of Schools. I hold a Bachelor's degree in speech pathology/audiology and a Master's of education from Cambridge College in Cambridge, Massachusetts.

Chalmers has been on probation for six consecutive school years for failing to meet CPS required standards for minimum student performance.

As my colleague Ryan Crosby testified, the school has demonstrated low academic performance across subject areas and students are not growing at the rate consistent with other comparable schools in the

geographic network and the district.

Based on the performance policy and my observations, I have concluded that Chalmers has made insufficient progress in improving student academic achievement.

Through my review of the Chalmers 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 Chalmers since 2011, I am aware of how the district has supported Chalmers in an attempt to correct its deficiencies during the last several years with program -- programmatic, professional development and mentoring supports.

Since Chalmers has been on vaca -- 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 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 also approved the SIPAAA. Copies of the SIPAAA for the 2010 through 2012 Board Reports adopting them are located in your binder at Tabs 12 and 13.

The network has provided additional supports to Chalmers in the effort to correct academic deficiencies at the school. During the 2011-2012 school year, the network assisted Chalmers in the following ways:

First, the network Instructional Support Leaders or ISL's visited Chalmers, providing coaching sessions for teachers on delivering instruction and implementing the Common Core State Standards.

Second, the network secured grant funding and coordinated partnerships for Chalmers teachers with Loyola and DePaul University. Teacher leaders were offered six professional development sessions on middle school mathematics provided by DePaul and four professional development sessions on middle school science instruction provided by Loyola.

Additionally, Chalmers' principal was provided with two professional development sessions on science instruction provided by Loyola.

Third, the network offered monthly professional development sessions for principals and assistant principals focused on the District's set of principal competencies.

Fourth, the Network per -- facilitated performance management sessions with principal, including the principal of Chalmers, to analyze student data and discuss strategies for monitoring student progress throughout the year using assessment data.

Beginning this school year, the district began providing oversight of Chalmers' 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 six to 12 committed stakeholders, including parents, teachers, the principal and other members of the school community such as the Local School Council representatives.

The CIWP team uses data and self-evaluation to set students performance goals, develop 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.

My Network Data Strategist and I provided support to the Chalmers Instructional Leadership Team or ILT as they developed school goals for the CIWP and identified milestones for achieving these goals.

Additionally, the Network School Improvement Coordinator reviewed the Chalmers CIWP and budget to ensure that allocations were aligned to the goals for improving student achievement.

The Board of Education also approved the CIWP, and copies of the Board report approving the Chalmers 2012-214 CIWP are located in your evidence binder at Tab 14.

The Chalmers CIWP set the following strategic priorities and created an action plan for each.

The first goal was to strengthen implementation of the Common Core State Standards in literacy and mathematics.

The second goal was to improve -- was to ensure all teachers were differentiating instructional strategy.

The third goal was to improve student science instruction to prepare students to meet rigorous requirements of college and career readiness.

The fourth goal was to facilitate a school climate and culture conducive to accelerated act -- student achievement and college and career readiness.

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

First, the Network has offered monthly professional development sessions for principals and assistant principals focused on the District's set of principal competencies including instructional practices and school culture.

Second, the Network has provided 11 professional development sessions for teachers regarding the implementation of Common Core State Standards.

Third, I have provided coaching to the Chalmers principal regarding teacher support and constructive feedback. I've observed the principal as he has held conferences with teachers and gave concrete feedback on how to coach teachers and discuss areas for growth.

Fourth, the Network ISL's have visited Chalmers seven times to provide coaching sessions for teachers on delivering instruction and implementing the Common Core State Standards.

Fifth, the Network has provided quarterly

professional development for the Chalmers instructional leadership team regarding the implementation of positive behavior supports for students.

Sixth, I've led three performance management sessions with the principals in my Network, including the principal of Chalmers, to analyze student data and discuss strategies for monitoring student progress throughout the year using assessment data.

Seventh, the Network held professional development sessions with Chalmers' assistant principal focused on developing a school plan to increase student attendance and monitoring student attendance rates.

Eighth, the Network's attendance coordinator has provided support to Chalmers' administration to improve student attendance rates at the school by participating in monthly meetings with the school attendance clerk, making phone calls to homes of truant students and monitoring daily attendance information.

Despite the supports provided by the district in recent years, student achievement -- student academic growth at the school has not kept pace with district averages. For individual students and for the community, there is a -- is an urgent need for the performance of Chalmers to improve and to improve

quickly. According to the CEO -- Accordingly, the CEO is recommending that Chalmers be turned around.

If the Board approves the proposed turnaround of Chalmers, 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 Alice Henry next, who will explain the turnaround method and why the CEO believes it will result in better educational outcomes at Chalmers.

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

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

HONORABLE BATES: Thank you, Ms. James.

I don't have any questions for you either.

You can call your next witness.

MS. YAHNIG: Mr. Hearing officer, I would now like to introduce the CEO's next representative

Ms. Alice Henry, who will make a statement in support of this Proposal.

This statement is located in the evidence binder behind Tab 15.

HONORABLE BATES: Good evening.

Please state your name for the record and spell your first and last name.

MS. HENRY: Good evening, Mr. Hearing Officer.

My name is Alice Henry, A-l-i-c-e H-e-n-r-y.

I am employed by the Chicago Public Schools as the Principal of James Weldon Johnson Elementary School or Johnson.

The CEO has asked me to appear at this hearing today to convey to you and the Chalmers school community science 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 served in a number of capacities in education including teacher, assistant principal and principal. I was the principal of Vivian E. Summers Preparatory School before becoming the principal of Johnson in 2009. I have a Bachelor's in education from Northern Illinois University and a Master's in --

HONORABLE BATES: Excuse me for one second.

See, that's what I mean.

Please turn off your cell phones.

You may proceed.

MS. HENRY: I have a Bachelor's in education from Northern Illinois University and a Master's in educational organization and leadership from the University of Illinois at Champaign-Urbana.

AUSL is a nonprofit agency that partners with CPS to manage schools, including Johnson Elementary. 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 seven 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 two 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 ac -- 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 my school, Johnson, only 42.1 percent of students were meeting or exceeding state standards on the ISAT before the turnaround. In year three, 65.7 percent of students were meeting or exceeding state standards.

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 of the ISAT before the turnaround. In year three, 70.1 percent of students were meeting or exceeding state standards.

The second slide compares the school's performance growth for the last six 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 of CPS.

AUSL has developed a dra -- a data-driven framework that is the basis for its plan to improve academic performance outcomes at Chalmers, including:

1. First, the development of rigorous transparent goals for schools, teams and individuals, including a high expectations and no excuses climate and culture;

Second, the use of performance management

systems with cycles of inquiry and data-driven intervention;

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;

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;

Fifth, intervention and tutoring services for students who need extra support in reading and math;

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;

Seventh, afterschool programs to give students access to additional instruction time to further accelerate student achievement;

Eighth, professional development and coaching that give the teachers the strategies and tools needed to address diverse needs of students in challenged urban

environments;

And, finally, extensive curriculum 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 towards others, espec -- 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 Chalmers school community.

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

HONORABLE BATES: Thank you.

I don't have any questions for you.

MS. YAHNIG: Mr. Hearing Officer, this concludes this -- the presentation in support of the CEO's Proposal.

If you have any additional questions, we will be available to answer them.

HONORABLE BATES: Thank you.

W.T. Harris?

Please state your name for the record, spell your first and last name, and state your affiliation with the school.

MR. HARRIS: First name is W.T., W-period T-period, last name is Harris, H-a-r-r-i-s.

I'm a part of the Local School Council, also alumni.

Chicago Public Schools, Chalmers School Local School Council, 2745 West Roosevelt Road, Chicago, Illinois 60608.

And Re: Address to the matter of Proposed Turnaround of Thomas Chalmers School.

We, the members of Thomas Chalmers School Local

School Council, wish to thank you for this opportunity to be heard on the matter of CEO's recommended action to -- to turn around Thomas Chalmers School to the Board of Education of the City of Chicago.

Please know that, all that we present today is what we, the elected Local School Council at Thomas Chalmers School, believe is in the best interest of the children in attendance at Thomas Chalmers School.

We fought long, hard and most professionally to keep Chalmers open under the public debate around space utilization.

Chalmers' administration filed an appeal to the Board published utilization rate but never received a response, in Exhibit A.

Nonetheless, we participated in two community forums and presented -- and presented to CPS representatives data which supported our position that the Board-published utilization rate was inaccurate.

HONORABLE BATES: Sir, I'm not going to tell you how to spend your time, but we're not here talking about closing the school and space utilization.

So if you want to address that, you go ahead, but you have a limited amount of time.

I'd rather hear about what's relevant.

MR. HARRIS: Following our presentation in the two public forums of -- on initial school action based on space utilization, we were visited by members of the Space Utilization Commission.

We did not hear anything more on the matter until Thursday, March 21st, 2013, where we were informed that, although Chalmers had been removed from the proposed school closure list, we had been recommended by the CEO to the Board to be turned around -- to be a turnaround school.

Our entire school community was completely befuddled by this recommendation.

We are aware that agents of the CPS CEO are tasked to present data in comparison [sic] and span of school years inclusive of data from the prior administration with the intent to demonstrate chronic academic failure on the part of current faculty, staff and administration of Thomas Chalmers School over a number of school years.

We are here to present quantitative and qualitive -- qualitative evidence on the contrary and in support of the current faculty, staff and administration whom have operated for two complete school years.

In July of 2010, we extended a four-year

principal performance contract to our current instructional leader, Exhibit C.

His principal candidate profile summary score rate him among the best in CPS, Exhibit D.

Since his inception, we have had three different aerial [sic] network chiefs and three different CPS CEO's and three varying measures of student achievement; ISAT, Scantron and now NWEA.

Each newly appointed Chief/CEO has had a -- different priority goals and hints measures of student achievement.

Year 1, 2010 through 2011, Dr. Jennifer Cheatham, AIO Area 9, singularly [sic] priority goal was reading achievement and the adoption of the Common Core State Standards. That year we realized a 15 percent point -- a 15 percent point improvement in the percent of children meeting/exceeding ISAT Reading Standards. This improvement represented the highest gain in reading achievement in Area 9, Exhibit E.

Year 2, 2011 through 2012, we were aligned with Ms. Annette Gurley, Chief of School Austin-North Lawndale Network, whose priorities were more global in pres -- in perspective.

That year one of many priority goals was science achievement. That year, in addition to being the only Early Adopter of the Common Core State Standards school in Austin-North Lawndale Network, we realized a 32 percent -- a 32.2 percent increase in the percent of students meeting/exceeding ISAT science standards. This improvement represented the highest gain in science achievements in the Austin-North Lawndale Network, Exhibit --

HONORABLE BATES: What year was that?

MR. HARRIS: -- F.

HONORABLE BATES: What year was that?

MR. HARRIS: 2011 through 2012.

Year 3, 2012 through 2013, this current school year, we now have Austin-North Lawndale Interim Chief of School Chandra James.

Although her independent priorities are not clear, the most recent achievement data available to CPS and Austin-North Lawndale is the middle of the year NWEA data. This data reflects of 64.8 percent of Chalmers' students meeting/exceeding their middle of the year growth targets.

HONORABLE BATES: 68.3?

MR. HARRIS: 64.8 percent.

HONORABLE BATES: Meeting or exceeding?

MR. HARRIS: Meeting/exceeding.

HONORABLE BATES: Okay.

MR. HARRIS: Meeting and/or exceed.

HONORABLE BATES: From what area is -- or is that composite?

MR. HARRIS: That would be reading.

HONORABLE BATES: Okay. Thank you.

Proceed.

MR. HARRIS: This places Chalmers amongst the best in our ability to take children from wherever they are academically and move them forward in Austin-North Lawndale Network, Exhibit G.

We realize we must continue to improve upon our student performance compared to national norms, and we are committed to doing just that.

Through our -- Through ongoing weekend professional development and partnership with the University of Chicago, DePaul University and Loyola University, the -- the aforementioned accomplishments are evidence of the fact that, when priorities are set, we not only meet, we are capable of exceeding them with the neighborhood students we are enrolling.

Presently, we are four performance points away

from becoming a Level 2 school. This places us in the best position in attaining that status among the five sister schools the CEO has recommended for the same action, Exhibit H.

Other measures of improvement under the current faculty, staff and administrations are as follow:

A. Our students' attendance rate is 96.6 percent compared to CPS 94.3 percent, Exhibit 1.

B. Our teacher attendance rate is 97.6 percent compared to CPS 95.7 percent.

C. Our enrollment has risen from 240 in the fall 2010 to 260 in the fall of 2011 to nearly 390 present, representative of the 43 percent increase in student enrollment from 2011 to 2012.

D. The result of the My Voice, My School Survey revealed that we were the -- we were strong or very strong in each measured area. The survey result indicated that we are well-organized for improvement, Exhibit J.

We have been a welcoming school as evidenced by the drastic increase in our enrollment and our ability to make increment increases in performance metrics. Many families have returned to Thomas Chalmers Schools from other nearby schools including schools managed by

AUSL.

Because this school community has been vocal and collaborative, part of the improve -- provements that have taken place since the arrival of the current administration, over the past two years, we have established a solid foundation in achievement, attendance, enrollment, climate, culture and community partnership upon which the acceleration of our improvement initiatives and outlines are a continuous improvement work plan, Exhibit K.

Whereas the CEO's recommendation to turn around Thomas Chalmers School under the management of AUSL is concerned, notwithstanding data prior to the installation and current administration, the empir -- the empirical evidence we have presented is in fact reflective of a turnaround.

The CEO has the withal [sic] to recommend a turnaround action in any given school year. It is our position -- It is our position that we be afforded more time with current faculty, staff and administration to build upon the foundation which has already been established.

We respectfully petition an independent Hearing Officer to disagree with the recommended action and

afford this co -- current faculty, staff and administration the opportunity to continue its work toward improving the achievements, outcomes and -- at Thomas Chalmers.

Further, we present the following as it relates to AUSL.

HONORABLE BATES: I'm going to ask you to conclude.

Go ahead.

MR. HARRIS: Okay.

In conclusion, of 30 schools in the Austin-North Lawndale Network, 17 schools experienced a loss in the composite percentage of students meeting or exceeding ISAT standards, 13 Austin-North Lawndale Schools experienced gangs. Thomas Chalmers School experienced gangs in both the percent of students who met and percentage -- and the percent of students who exceeded ISAT standards, Exhibit O.

Nonetheless, we get it, we must accelerate the closure of the achievement gap between Chalmers, the Austin-North Lawndale network and the district.

Considering where the school has come from post fall 2010 under the current faculty staff and administration, much of the heavy lifting has already been accomplished. The data we have presented is

representative of a foundation of achievement upon which we are prepared to catapult further achievement initiatives.

If allowed to continue to -- If allowed to continue the work that we have begun, we clearly understand that going forward we must work with a great sense of urgency.

This proposed turnaround action may be reimposed upon Thomas Chalmers School at the direction of the CEO at any time.

We pray that this Hearing Officer holds the current faculty, staff, administration accountable for the work they have accomplished, not penalizing them for work prior to the fall 2010 under former administration and allow this current faculty, staff and administration more time to demonstrate it -- its ability to do work requisite in closing the achievement gaps by saying no to the recommend turn -- turnaround action.

Respectfully submitted, the Members of the Thomas Chalmers Local School Council this second day of May 2013.

HONORABLE BATES: All right. Thank you.

I'd like the record to reflect that the exhibits that Mr. Harris was referring to are in School

Exhibit Number 2, the binder which has already been received into evidence and that he was given 13 minutes, not six, okay?

Yeah, I noticed that.

Okay.

There's a representative from Alderman Irving's office, Tyjuan Cratic.

State your name for the record, spell your first and last name, and state who you're here representing, please.

MR. CRATIC: Thank you. Tyjuan Cratic, T-y-j-u-a-n, last name C-r-a-t-i-c, a representative from the Alderman Irving's office in the 28th Ward where Chalmers School sits.

Alderman Irving of the 28th Ward is concerned about the reconstitution of Chalmers School. He's concerned because he has reviewed data which notes the improvement of Chalmers in scores -- in the state score standards in mathematics and in reading. Since 2001 Chalmers has improved by 31.7 points in reading and 39.9 points in mathematics.

The lack of progress that AUSL has shown at schools in the Austin Lawndale -- Austin-North Lawndale Network is very concerning to the Alderman, and he

stands in support of not only the students but the parents and the faculty at Chalmers and also with Dr. Kent Nolen, who has made great improvement and progress during his time at Chalmers.

If Chalmers is not re --

If Chalmers is reconstituted, based on the data he has reviewed and the data even presented here, he feels it would not receive the adequate support which students do deserve.

Alderman Irving stands in opposition of the reconstitution of Chalmers School.

Thank you.

HONORABLE BATES: Thank you.

Kimberly Jones?

Again, state your name for the record, spell your first and last name for the court reporter, and tell me your affiliation with the school.

MS. JONES: Yes.

Hi. My name is Kimberly Jones, K-i-m-b-e-r-l-y J-o-n-e-s.

I'm a parent. Before --

Two years ago, before Dr. Nolen came to Chalmers, I have a 13-year-old son, I have a six-year-old daughter that attends there, he was a mess.

He was having problems with his reading, his writing, everything. His behavior was a mess and everything.

Once Dr. Nolen got in and got there, my son has brought home A's. Never brought home an A. He's brought home B's, C's. He's even reading books. He's never ever read a book.

I came home from work one day, walked in the room, he had two books. One was open. I was like, oh, my God, I've got to go back to the school and let Dr. Nolen know this. I went to school the next day and let him know.

Every day now his behavior has been very good. He's at school on time. He listens. His grades has came up. Like I said, he's brought home A's. Never seen one before on his report card.

My daughter, she's six. She loves going to school. She had a tutor, a substitute teacher, her. Teacher wasn't there, and when she came to the car when I picked her up, I said, what's wrong? She said, oh, my day is just going to be messed up. I said why? Ms. Porter wasn't at school today.

She reads, and she is six years old. She reads. She can write. She can spell.

The school has just been excellent, and the

staff is excellent.

Since Dr. Nolen has been there and the rest of the staff, they've been doing a great job.

THE TIMEKEEPER: (Indicating.)

MS. JONES: And there's nothing else I can say.

I mean, he's improved the school, he's doing -- I mean, he's trying his best. All the staff is wonderful. And like I say, my son is reading books, and that's a -- that's a plus to me.

I don't know about these scores, but to me, if he reads three books a day, that's a plus to me.

With Dr. Nolen and the rest of the staff, they're excellent, and I just appreciate you taking time to listen to me.

Thank you.

HONORABLE BATES: No. Thank you.

Kenya Bernard?

MS. BERNARD: Good evening. My name is Kenya Bernard, K-e-n-y-a B-e-r-n-a-r-d.

I'm a parent and have two children, two boys that go to Chalmers.

HONORABLE BATES: Are you on the LSC, Ms. Bernard?

MS. BERNARD: Yes, I am.

HONORABLE BATES: Okay. Thank you.

MS. BERNARD: And when my boys first started going there before Dr. Nolen got there and Ms. Banks, I had trouble all the time getting them off to school. By the time I got them to school, it was time for them to eat breakfast. They didn't want to get up. And I used to get phone calls every day about my boys acting up or whatnot.

My son, he was -- My oldest son, he always had trouble learning, he has a disability, and since Dr. Nolen came in and Ms. Banks along with every -- all the other staff, my son, he's 13, getting ready to graduate. He used to have F and D's on his report cards, and now he's graduating from eighth grade with A's and B's.

I thank -- I thank this staff because this is my kid -- these are my kids' second family. They have done a wonderful job with my kids, a wonderful job.

And I feel that, if you turn this school around, you're not just going to be breaking up teachers and students, you're going to be breaking up these kids' other family.

We work together with our children. I'm not just speaking for mine, but I'm speaking for all my -- all my children. These kids here are all my children.

We work together, and we just don't -- we just don't want our -- we don't want our teachers to leave. This is our family.

And if you -- if you take our teachers away, you're going to break up one big happy family. That's all I can say.

Thank you.

HONORABLE BATES: Thank you.

David Wolfe, I think you have something to tender to me.

MR. WOLFE: Yes, I do.

Here you are (indicating).

HONORABLE BATES: Thank you.

MR. WOLFE: I'm David Wolfe. I'm an LSC member, D-a-v-i-d W-o-l-f-e.

I have a book here from Thomas Chalmers School. It's approximately 80 letters from the students and approximately a thousand signatures from community stakeholders, both petitioning that no action be imposed on Chalmers School.

Thank you.

HONORABLE BATES: If you don't mind, can we mark this as School Exhibit Number 3?

MR. WOLFE: (Indicating.)

(Document marked.)

HONORABLE BATES: All right. It will be received into the record as School Exhibit 3.

For the record, it is a -- a binder containing what appears to be a petition that was circulated with numerous signatures, a petition -- another petition dated February 21, 2013, from the parents and guardians of the school students and then a -- behind the third tab, a series of letters written by students.

It's Exhibit 3.

(Document received.)

HONORABLE BATES: "Student 1"?

Oh, excuse me. Please strike that for the record.

Student 1?

Can we go off the record for a second, please?

(Discussion had off the record.)

HONORABLE BATES: Back on the record, please.

Student Number 1, please do not use your name.

Student 2 and 3, please do not use your names, okay, just tell me what grade you're in, okay?

You may proceed.

STUDENT 1: Good evening. I am currently an eighth grader, 2012-2013 Class.

I've written a letter to CPS Board of Education.

I understand that the idea of bringing AUSL into Chalmers Elementary School was thought of due to various reasons. I understand that you think this is what's best for our school students and community, although this good idea for Chalmers to become a turnaround school has become a lead problem for faculty, staff and student body of Chalmers.

Chalmers School has been brought against many charges and accusations. Some main issues that held us captive were student and teacher attendance rates, test scores and being on probation, not to mention that we were told that we were not using the full capacity of our school's building.

The truth is, even though we've been showing improvement and are still on the verge of further improvement, AUSL and the Board still wants to turn our home around.

Can you not see the love and joy that we share in this school?

Yes, if you use the excuse of love and joy does not teach children to learn, then you're right. Love and joy can't teach their children A, B, C's, teach them

to read or add and subtract. It can't teach them to write or to get into a good college.

But love and joy does open and inspire hearts and minds to want to learn, to be willing to be taught and to help students to see that their education is the key to their life.

This love and joy that I have found and many others have experienced is embedded at Chalmers. Teachers and students come to school prepared to learn. Students love being taught by teachers that have quickly become family.

Because of this, student and teacher attendance rates have increased to 96 and 97 percent. We've been ready and prepared for the ISAT from the beginning of the year due to afterschool tutoring and reading and in math. This has been very beneficial to us as you can see over the past two years.

Reading and ISAT scores have grown from low 40 percent to above 50 percent while math scores have grown from low 40 percent to above 50 percent. In science we also went from low 28 percent to 59 percent.

We are four points away from becoming a Level 2 school. And in the beginning of the 2010 school year, we held about 240 students in our loving home, and that

number has increased to 390 students.

We do have the skills and experience to stay open for our community and experience to stay open for our students. Our progress and recorded success has proven a turnaround over the past two years.

The question is; is it really necessary to turn our home around?

Turning this school around and incorporating new staff members into our school only means that you will be getting rid of the kid -- of the key to our success, the very thing that the Board wanted.

These teachers are our family, and this school is our home. We will stand up against and not stand by and watch AUSL or the Board of Education continue to threaten to take this school from us.

I am college and career ready.

HONORABLE BATES: Indeed, you sound like you are.

Student Number 2?

STUDENT 2: Good evening. I am currently an eighth grader at Chalmers.

HONORABLE BATES: Into that microphone, Eighth Grader.

STUDENT 2: I have incredible teachers, and as I look at my life today, the things I value most about me

is my heart, imagination, bravery and my open mind.

All these things came from how I was taught. My teachers here have embedded so many positive things in me. They have taught me how to show love in spite of how someone has treated me.

But, most of all, they have taught me something that I am going to carry me -- carry with me for the rest of my life, and that is education.

And that is something that I value because, without an education, you cannot go anywhere.

I am glad I have the school I attend today because they are preparing me for the real word and what's to come ahead of me.

The younger kids at Chalmers are my inspiration. They encourage me to do what I have to do seeing that they look up to me as well as I look up to my teachers.

HONORABLE BATES: Can you hold off for one second?

Excuse me. There's a photographer in the room. I would ask you to not take pictures of these minor children without their parents' authorization, okay?

That's all.

You may proceed.

STUDENT 2: The younger kids at Chalmers are my

inspiration. They encourage me to do what I have to do seeing that they look up to me science I look up to my teachers because they're my role models.

I have seen so many miracles performed at Chalmers.

Our -- When our doubters told us we couldn't, we did. When we were being put down and talked about, we kept soaring because we have nothing but leaders striving to do their best and be their best, and we would not let our dreams and goals die down because we have hope.

Over the years, Chalmers has increased in not only their test scores but their attendance also.

It is very critical that every child makes it to school every day because education is a valuable thing to hold. Chalmers has discipline, and they're very strict about their uniform school rules.

Turning us into an AUSL school is not the best choice for Chalmers because, as you can see, we're doing exceptionally well now.

I admire my principal and assistant principal because they know what each and every one -- they know each and every one of their students right off the back of their heads. They have been such an inspiration to

me, and without them being our school parents, Mother Banks and Father Nolen, we couldn't have -- we couldn't have such other.

So I am asking you to let this family stay in unity as we are because, as you can see, we are an encouragement to one another, and taking it away is not helping the community.

Thank you.

HONORABLE BATES: Thank you.

Student 3?

Tell me what grade you're in, Young Man, and pull that microphone down so you can talk right into it.

STUDENT 3: I am a cur -- current sixth grader now.

HONORABLE BATES: Okay. Thank you.

STUDENT 3: In -- In Chalmers School, we students have met at one point -- for a reading, math and science one -- 1.1 exceeded. Since Dr. Nolen and Ms. Banks and all of our teachers came, more people have been exceeding the ISAT.

If they close down the school on the west side, where are all the kids going to go?

The kids in King School, they are trying to send them to Pope. Why not send them to Chalmers? Why are they sending kids at Bethune to Pope? We are a

family at Chalmers.

All the students --

HONORABLE BATES: Did you say Bethune?

STUDENT 3: Yes.

HONORABLE BATES: Okay. All right.

STUDENT 3: All the -- All the students at --

All the students and the staff are a family. We are going up on our scores.

I love the staff at Chalmers. They are not going to leave us now. They are teaching us things that we didn't know. Chalmers have -- have already shown great improvement doing it again.

We are going to fight 'til we can't fight no more. Okay.

So the staff won't leave us. Me and my friends already said that we are going to go back to the -- to the -- to the old days, but they can't leave just yet. We are not so much done yet. Now save our staff.

We -- We can't get turned around. Once again, they are the best principals I -- I ever had. It's like we're encouraged every year.

Before Dr. Nolen and Ms. Banks came, all -- all of them drug dealers was -- was -- drug dealers were on the corner of our school.

So if you all come to all -- all of the schools you trying to turn around and close, you need to see what's going on inside of their schools.

In Chalmers, we are a big family. Please keep our staff here at Chalmers because we are improving. We don't want them to leave because that's just messing up the kids' education and their relationship with teachers now don't -- that don't leave us.

HONORABLE BATES: Thank you.

Robert Moreschi?

MR. MORESCHI: Robert Moreschi, R-o-b-e-r-t M-o-r-e-s-c-h-i.

My name is Robert Moreschi, and I am a middle school math teacher at Chalmers Elementary School. I've been at Thomas Chalmers since 2011.

For the past 13 years, I have worked in Chicago as a middle school math teacher with 15 different principals in five different schools, all of which would be considered a Level 2 -- Level 3 schools.

Never have I had an administration that would last more than two consecutive years. Nor have I -- have I encountered administration that was completely dedicated to the school, involved in the development of the curriculum, focused on the culture and success of

the overall school, the happiness of the faculty and staff and the overall development of the students until I came to Chalmers.

The spokesman for the district that provided evidence to why Chalmers should be a turnaround school stated that the students' attendance was 96.6 percent only after the 2011 school year. This increase is -- in attendance is in -- directly in correlation with the change of the school's administration and new faculty hires.

Prior to the administration, students were learning math via computer programs rather than highly qualified math teachers. This was based on a revolving door of unqualified and inad -- inadequate math teachers.

Upon taking this assignment, I had to break down the learning walls built by the previous administration.

Students in math were not -- are now accountable for their work and are learning how to learn mathematics.

The mean for the current eighth grade students, last year's seventh graders, on the Fall NWEA Math exam was 226, six points needed to meet the goal of 232 by

the end of last -- of the end of this year.

The mean remained the same during the winter of -- winter NWEA based on the curriculum map and the timing of the delivery of the material.

Students are now accountable for their learning of math. They are creating video podcasts of their work and demonstrating their knowledge of mathematics by working on the website I created mathmoreschi.com, where they are able to receive immediately feedback.

Ms. James stated that, on seven different occasions, we had Common Core related training sessions and/or direct ways to deliver the Common Core Standards at school.

As a teacher in charge of the math curriculum for the math middle school, I would have loved to have been in those sessions and/or demonstrations.

Since I've only missed one day in the time that I've been at Chalmers, it is hard for me to figure out when these sessions occurred.

In conclusion, with the positive additions to the school staff, the dedication of our administration and the foundation that has been built in both math and reading within the past two years, a turnaround would force Chalmers to break down -- break new ground and

demolish the momentum that we currently have installed in the students.

Thank you.

HONORABLE BATES: Lois [sic} Lane?

MR. LANE: You don't have to mess it up.

HONORABLE BATES: Louis Lane.

MR. LANE: Well, now that the ice is broken, let me say, my name is Louis Lane, I'm an alumni, parent and teacher, third grader teacher, at Chalm -- Thomas Chalmers School.

L-o-u -- L-o-u-i-s L-a-n-e.

At Chalmers we do not exclude any students from the educational process. We are an inclusive school who accepts students from around the Chicagoland area. We have students from as far south as 83rd and Houston, from as far west as 42 --

HONORABLE BATES: From 83rd and what?

MR. LANE: 83rd and Houston.

HONORABLE BATES: Okay. I know you have a time limit, but if I can't hear it, you might as well not be talking, and if she can't type it, you might as well not be talking.

So you got to slow down.

MR. LANE: Like I tell my students, slow down.

Okay.

-- from as far west as 4200 and Roosevelt from as far east as 300 East Cermak and far north as 1000 -- I mean 1000 North Augusta.

We do not -- We do not have, nor want, the luxury of excluding students from our enrollment list. When other schools exclude students, we openly receive these students with open arms. These students come to us from different educational levels and needs. We service them all.

Most of our students are dealing with homelessness, parents who are unemployed or underemployed, poverty, incarcerated parents who are affected by adish -- parents who are affected by adishion -- addictions, mental illness and disabilities.

This is just a snapshot of why some of our students are rejected from selective enrollment schools, charter schools and turnaround schools.

It is no secret that, when these students are rejected, they still must be educated. We, Educators at Chalmers, rise to this challenge daily. These students come to us feeling rejected and looked down upon, and we accept them and service them. These students know that we at Chalmers respect and generally care for them and

respond beautifully.

They have an attendance record of at least 96 percent. When a student feels wanted, loved, they perform better. We are a core set of teachers who teach, not kick students out because of behavior problems.

Teachers cannot fully demonstrate the ability to teach when students before them are already running full sprint towards the proverbial college and career finish line. When teachers can service an underperforming student to a level whereby they begin to feel as if they have a brighter future, then you see the benefit and full worth of a teacher.

This is what we do at Chalmers. We accept these students, nurture these students and ultimately grow these students, not discard them.

Our data reflects how we have grown these students. We have been an underper -- We have been on the underperforming school list for six years. I've been employed at Chalmers for four. During the last two years, we have demonstrated growth, despite students everyday difficulties, so much growth that, during the 2012 ISAT, Chalmers School was just four points away from being removed off the underperforming schools list.

This is in spite of having an above-average class size. This is in spite of having students with physical and emotional limitations.

According to the data retrieved by the website iirc.niu.ewu, Chalmers has made steady improvements for the last two years.

The last two years should be the data reviewed as we have been under a new administration in as many years. Our school climate has changed. Our student and teachers are more focused, data-driven and results oriented.

During the last administration of the ISAT, our growth as a school grew by 1.4 percent according to ISBE. The sub-region had a decline of 6.3 percent. The district grew by .9 percent. The state grew by 0 -- I mean .1 percent.

HONORABLE BATES: Can -- Can you tell me that website again.

MR. LANE: Www.iirc --

HONORABLE BATES: -- iirc --

MR. LANE: Yes, sir.

HONORABLE BATES: -- .edu?

MR. LANE: -- .niu.edu.

The state grew by .1 percent.

HONORABLE BATES: Mr. Lane, your time is up.

MR. LANE: Not a problem.

HONORABLE BATES: Thank you.

MR. LANE: Thank you. Thank you for your time.

HONORABLE BATES: Tershia (phonetic) Holloman?

MS. HOLLOMAN: Tertia Holloman, T-e-r-t-i-a H-o-l-l-o-m-a-n.

I am a classroom teacher at Chalmers, and I'm going to pick up where Mr. Lane left off.

Our school climate has changed. Our students and teachers are more focused, data-driven and, as a result of that, more oriented.

During the last administration of the ISAT, our growth as a school grew by 1.4 percent according to ISBE. The sub-region had a decline of 6.3 percent. The district grew by .9 percent. The state grew by 0.1 percent. See Appendix A. The growth of our school outpaced our counterparts in comparison to the proposed turnaround school AUSL. Our school -- school growth outpaced seven of their 14 schools. See Appendix B.

When looking at our data, it should also be noted that our growth is steady. We did not show any unexplainable big jumps in growth due to political pressures. We grew our students and teachers through

carefully scaffolding educational lessons and by carefully bringing a scalpel to bad educational habits.

As Chief Transformation Officer Todd Babbitz said, It takes time to turn around a school. In comparison to AUSL's, Chalmers is taking that time.

As an educator, I would worry when a student can go from having an average of 46 on the test to having an average of 85 on the test without substantial proof as to how it was accomplished.

Take this worry. Compound it by 14 schools in two -- a two-year period for each school, Appendix C, Chalmers' growth has increased due to the hard work and dedication of the administration, teachers, students and staff, and we continue to do so when given the opportunity.

If you [sic] are to be judged, let us be judged on the last two years, not the last six years. We've been under new administration, and we are being judged on what happened --

THE TIMEKEEPER: Please conclude.

MS. HOLLOMAN: -- under the previous administration.

HONORABLE BATES: Before you sit down --

MS. HOLLOMAN: Yes.

HONORABLE BATES: -- I have a question for you.

There was an insinuation in your testimony just then, and I want to know, are you talking about a specific school, or -- or are you talking about AS -- AUSL schools in general?

MS. HOLLOMAN: AUSL schools in general.

HONORABLE BATES: Okay. All right.

Thank you.

MS. HOLLOMAN: Also --

Oh. She said I could conclude.

HONORABLE BATES: Oh. Your time is up.

MS. HOLLOMAN: She said please conclude.

You told me to hold on.

HONORABLE BATES: All right. Go ahead.

Give her 30 seconds more.

I really want to try to hear from everybody though.

MS. HOLLOMAN: Okay. I'll just say this. There has been an increase --

HONORABLE BATES: If -- I don't want to get Ms. Pope -- she's going to be mad so --

MS. HOLLOMAN: There's been an increase enrollment in Chalmers within this past 2012-2013 school year. In the primary department alone, we have had two teachers. One come in October of 2012. One also coming in March

of 2013.

So, evidently, we are on the right track and on the road to success. So we've already been turned around. You can see improvement. It's just that I believe and we all believe that somebody wants the corner on Roosevelt and California.

Thank you.

HONORABLE BATES: All right.

Christine Decatus?

I apologize if I butcher anyone's name.

MS. DECATUS: No. You said it right.

Thank you.

Good evening. My name is Christine Decatus, C-h-r-i-s-t-i-n-e, last name D-e-c-a-t-u-s.

I'm employed at Chalmers as the school counselor. I would like to submit for your consideration the fact that our school was determined in 2012 to be well-organized for improvement by the My Voice, My School Survey developed by the University of Chicago.

That outcome is --

HONORABLE BATES: My Voice, My School?

MS. DECATUS: My Voice, My School.

That outcome is due to the much improved

climate of Chalmers since Dr. Nolen became our principal in 2010.

When I started at Chalmers in 2009, the previous principal wouldn't let me counsel or provide a curriculum or instructional support to classroom teachers. She made me monitor the lunchroom all day.

That changed with Dr. Nolen. He gave me his blessing to implement evidence debates, counseling groups such as anger coping and SEABIT'S on my own and with the partnership of other community agencies like Youth Guid -- Youth Guidance and the psychologist of Mount Sinai.

Therefore, we care about the social-emotional needs of our students and actively develop them through direct instruction of coping skills, interpersonal skills while reassuring them with hope and optimism.

Moreover, we care about our students' academic growth as much. We have a great response to intervention plan driven by data and differentiated instruction.

Last year, in an effort to make our students more college and career ready, we aggressively prepared them for the ACT Explore Test, a predictor of how well students will do on the AC Test -- ACT Test in high

school, and the data showed that they grew from the low teens to mid-20s.

Speaking of high school, one of our -- one of my responsibilities is to have all the students eligible for the selective enrollment test apply, and next year we will be sending a student to Westinghouse High School.

Keep in mind --

Keeping in mind that Dr. Nolen became principal in 2010, our ISAT gains in 2011 and 2012 are comparable to the ISAT gains of AUSL schools in our area like Bethune, we are so close presently, we have 17 of the 21 points needed to go from a Level 3 to a Level 2, I'm confident that, if you allow us to remain and continue our work, our upward trains will increase and continue.

HONORABLE BATES: Thank you.

Come back to the microphone.

MS. DECATUS: Sorry.

I'm so nervous.

HONORABLE BATES: You -- You said that the 2012 My Voice --

MS. DECATUS: -- My School Survey.

HONORABLE BATES: I'm sorry.

I'm sorry.

You said that the 2012 My Voice, My School University of Chicago Survey rated your school what?

MS. DECATUS: As well-organized for improvement.

And also satisfaction with our leadership, satisfaction with our classroom, teachers and satis -- satisfaction with our environmental climate.

It should be included in one of our binders with documentary evidence, the My School My --

HONORABLE BATES: Well, I'm certain it will be in the transcript, but --

MS. DECATUS: Right.

HONORABLE BATES: -- I -- take pretty copious notes, and what's important in my mind is I hear it, but I want it on this sheet of paper.

MS. DECATUS: The My School --

The My Voice, My School Survey is a survey taken online by students sixth through eighth grade and by parents and staff.

And last year all our outcomes were positive and very strong.

HONORABLE BATES: Thank you.

MS. DECATUS: You're welcome.

HONORABLE BATES: Ms. Pope?

MS. POPE: Mr. Bates, while I hate to disappoint you

if you think I'm going to give you the same speech I've been giving you for the last two days because I'm not actually going to give you the same speech, this is the final hearing, and I want to say something.

I have noted a pattern, and I've been to five out of six of the turnaround hearings now, and I have noted a pattern.

In many of these cases, we have new principals who have been there no more than two years, in some cases one year, and who've shown dramatic improvement, who have staff, who have parents, who have students testifying about how their schools are changing and growing and developing.

And then we have an extremely po -- politically connected organization that takes a million dollars per turnaround per year, and they are saying that they can do better than these people who know and love and care about the children. They're saying that they can do better than the new leaderships, who you have heard extraordinarily devoted testimony from.

As a union representative, I can tell you that it's not every day that you hear the staff of a school extolling the kindness, compassion, educational wisdom and instructional leadership of their principals.

And I think you should take serious note of this fact and the fact that it's not just here but with a couple of the other schools as well.

And this is something that seems to be disregarded by the district here, and I'm extremely concerned about that. It seems to me that these decisions are not being made on behalf of these kids. These decisions are being made on behalf of politicians, on behalf of people who have connections.

AUSL may be a nonprofit organization, but it's a nonprofit organization that gets a whole lot of the taxpayer money from the Board of Education.

And I just think it's extremely important for you to take into account that a school is not just a building, a school is not just four walls; a school is a community of parents, teachers, students and administration.

And you have heard about a school that is functioning and growing. Why would you want to disrupt the stability in these children's lives at a time when they need it greatly by turning Chalmers around?

Thank you.

HONORABLE BATES: Jay Osterikcer (phonetic)?

I know it's off.

So you'll fix it when you get up.

MR. OESTERREICHER: Jay Oesterreicher, J-a-y O-e-s-t-e-r-r-e-i-c-h-e-r.

I've been in education for 28 years, Mr. Hearing Officer, and I know one essential thing for any school.

HONORABLE BATES: You're a teacher at -- at --

MR. OESTERREICHER: I'm a case manager.

HONORABLE BATES: Okay. At the school?

MR. OESTERREICHER: At the school.

HONORABLE BATES: Okay. Thank you.

MR. OESTERREICHER: Yep. You're welcome.

I've -- I've been at the school -- I want to note that I was at the school four years prior to becoming the case manager there as a mentor and a coach in a program called Fresh Start.

Fresh Start was offered to, I believe, 15 schools in the Chicago Public Schools as -- in lieu of being turned around or closed, and it was a mentorship program that the teachers and the faculty and administration at Chalmers selected and a program that lasted for four years.

And prior to the administration that's currently at Chalmers, Chalmers was in trouble. The

students had -- they had behavior issues, academic achievement issues and pretty much stagnated.

Since the coming of -- of this new administration, I've seen immense changes in the atmosphere, the climate, culture of the school, and as you can see statistics, there is a trend upwards in test scores.

And the one thing I do want to note about statistics is that they can be misleading. The principal from Johnson showed an AUSL slide, very first slide, that reflected the results of ten schools, but, meanwhile, there are 25 schools in AUSL, and 15 of those schools, the results of their first year to second year were not posted.

I think that one of the most important things about Chalmers is, again, the leadership. And we're -- we're already in the process of being turned around, and to start all over again would be very unfair to the children.

I -- I can predict that having a whole new staff and administration next year would leave the school in upheaval, and I can't see academic achievement taking place in the first or second year.

So I -- to me, it makes so sense to turn around

Chalmers, the -- the process has already begun, and that's -- that's all I have to say.

HONORABLE BATES: Thank you.

MR. OESTERREICHER: You're welcome.

HONORABLE BATES: Valerie Leonard?

Hold on one second, Ms. Leonard, please.

Okay. You may proceed.

MS. LEONARD: Hi. My name is Valerie Leonard. You spell it V-a-l-e-r-i-e L-e-o-n-a-r-d.

I'm with the Lawndale Alliance and part of the Committee to Save North Lawndale Schools. We advocate for all of our schools on the list.

I want to share some statistics with you.

Chalmers over the past three years has increased in reading 15 percent, North Lawndale School is 11 percent and citywide eight percent.

At the same time, for math, we're looking at a three-year growth of 48 percent, North Lawndale --

HONORABLE BATES: I'm sorry. Back up for a second.

Over a three-year period, Chalmers 15 percent?

MS. LEONARD: Yes.

HONORABLE BATES: Lawndale eight percent?

MS. LEONARD: That's --

No.

North Lawndale 11 percent.

And, I'm sorry, I'll go a little bit slower.

HONORABLE BATES: Okay.

The district?

MS. LEONARD: The district eight percent.

HONORABLE BATES: Okay.

MS. LEONARD: And with math, Chalmers' three-year growth is 48 percent, North Lawndale 12 percent, and the District is eight percent.

So that's significant growth just over the past three years. And we'll just assume the third year is the beginning of --

I'm sorry. We'll -- We'll just assume that the three years began --

Oh, I'm sorry. Let me just leave that point alone.

The one thing that you need to look at is the fact that the mobility rate for Chalmers is extremely high. For the City of Chicago, it's 18 percent, and for Chalmers it's 53.79 percent.

So that means, any given year, 47 percent of the students either have just come in or they've just come out. In three years' time, depending on whether or not there's a core of students, the whole student body

can turn around.

So there's significant starting over --

HONORABLE BATES: Give me the city number again.

MS. LEONARD: The city number is 18 percent.

HONORABLE BATES: And Chalmers is 53?

MS. LEONARD: That's correct.

And, in spite of that, Chalmers is still making steady process.

I -- I think that's really, really important.

And then, whether or not AUSL is a better alternative, that's questionable.

When you look at the AUSL schools in North Lawndale, in reading and math, they're underperforming North Lawndale averages.

And then, in terms of this being a predetermined solution -- conclusion, if you look at the capital budget for 2013, the C -- CPS has already outlined the eight schools that they want to turn around and gave you the -- the budget amount.

So how can you name the schools that you want to turn around and the capital amount that's going to go to those schools a year before you even have this hearing?

That makes me wonder.

And then, in terms of me being a conspiracy theorist, if you look at every action in North Lawndale, it benefits AUSL and not our students.

Henson boundaries, even though they say that we're going to Hughes School, only 40 percent are going to Hughes School -- I'm sorry -- 30 percent going to Hughes. Fifty percent are going to Herzl, which is an AUSL school. Pope students are going to Johnson, which is an AUSL school. Bethune is closing. That frees them up to take over Chalmers.

We can't let them take over Chalmers. Chalmers is turning around.

THE TIMEKEEPER: Please conclude.

MS. LEONARD: Chalmers is turning around, and we don't need an AUSL to do it.

Thank you.

HONORABLE BATES: Now, Farina Dorsey?

MS. DORSEY: Good evening.

My name is Farina Dorsey. I'm a parent volunteer at Chalmers School.

My name is spelled F-a-r-i-n-a D-o-r-s-e-y.

I understand that Chalmers is a school. I understand it, as a government body of officials, you all have the right to make decisions based upon facts.

But as a citizen of the United State of America and as a citizen of Chicago, I do not understand how a government body of officials --

HONORABLE BATES: Speak into the microphone, please, a little. Speak into that microphone, please.

No, don't push it down. Pull it up.

Thank you.

MS. DORSEY: But as a citizen of the United States of Chicago [sic] and as a citizen of Chica -- of Chicago, I do not understand how a government body of officials disregards the voice of the people.

Your government body should not have made a decision -- have made a decision --

Your government body should -- Your government body should not made a different -- should not have made any difference by --

Hold on.

Your government body should not be that -- any different than the body of the United States.

I believe in the primary principle that a government should be for the people, by the people.

When government officials decided to listen to the voice -- decided not to listen to the voice of the people, it is no longer a democracy but a monarchy.

When the mayor made the statement that it -- that it is no longer time for talk but it's time for action, he decided that before hearing the voice of the people.

There are many parents, teachers and officials both local and statewide speaking in objections concerning CPS Board decisions.

Go past that look.

I don't think you all should turn Chalmers into an AUSL school because I have experience at an AUSL school. My daughter, she goes to an AUSL school, which is Collins Academy.

HONORABLE BATES: Which is what?

MS. DORSEY: Collins Academy.

And they're telling me that my daughter is getting kicked out of their school because of her behavior.

They basically said I need to find her somewhere else to go because her behavior don't fit the AUSL school.

And a lot of our kids at Chalmers have a behavior problem. So what they going to do? Kick out all the kids out of Chalmers, too?

And then, as the principal at Johnson, I have a

nephew that attended Johnson, they used to stick him in a blue room when he misbehaved.

So what are you all going to do to the other kids that's in our neighborhood that misbehave? We don't have a hundred blue rooms inside of Chalmers. So what AUSL going to do?

THE TIMEKEEPER: Ma'am, please conclude.

MS. DORSEY: I don't think AUSL is a good thing for Chalmers with family.

We're on the rise. We have over 400 students in our school, 75 of them from the area. So, evidently, the other 375 kids -- the other 325 kids not from the area, and they parents choose for them to go to Chalmers. That's because we have a good principal.

HONORABLE BATES: Thank you, Ms. Dorsey.

Stephanie Boyd?

MS. BOYD: Good evening.

My name is Stephanie Boyd. It is spelled S-t-e-p-h-a-n-i-e, and the last name is B-o-y-d.

I am here tonight to speak to you about the many accomplishments in literacy that Thomas Chalmers Elementary School students have achieved under the current leadership of Dr. Kent Nolen and his staff.

HONORABLE BATES: I think that makes you a teacher.

MS. BOYD: Yes.

HONORABLE BATES: Okay. You may proceed.

MS. BOYD: Thank you. Okay.

Dr. Nolen was given the charge in 2010 to begin the process of leading and guiding the Thomas Chalmers School community out of the status of being an underperforming and underachieving school.

Before Dr. Nolen took over as principal in the fall of 2010, the school was on the decline in the area of literacy.

Thomas Ele --

I'm sorry. Thomas Chalmers Elementary School in the spring of 2009 had 44.6 percent of their students meeting and exceeding on the ISAT in reading. In the spring of 2010, that number dropped to 42.5 -- .5 percent of the students meeting and exceeding in reading.

Today, according to the 2012 spring results of the ISAT, Chalmers Elementary School has 51.5 percent of its students meeting and exceeding state standards in reading.

Dr. Nolen and the current teaching staff at Chalmers have been able to increase the student reading scores by almost ten percent in just two short years.

In the area of computerized adaptive testing, Chalmers students are showing tremendous gains in reading.

This is our first year using the Northwestern Evaluation Association Online Assessments, which is better known as the NWEA test. Our students took their middle-of-the-year assessment in January, just shortly after returning back to school from winter break, and according to those results, Chalmers School ranked among the top ten schools in the Austin-North Lawndale Network for targets met in reading.

Chalmers had almost 60 percent of its students to meet or exceed their targets in reading. Our percentage of students meeting or exceeding targets in reading on the NWEA surpassed the percentage of students meeting and exceeding targets at more than 20 other schools in the Austin-North Lawndale Network.

Dr. Nolen and his current teaching staff are leading the students at Chalmers in the right direction concerning literacy.

We are moving and would like to continue moving with Dr. Nolen and his staff, as President Barack would say, forward.

Thank you.

HONORABLE BATES: Thank you.

Wallace Wilbourn?

Before you start, just hold on a second at the microphone.

You may proceed.

MR. WILBOURN: First name is Wallace, W-a-l-l-a-c-e, last name Wilbourn, W-i-l-b-o-u-r-n.

I'm a concerned community resident in the area of Chalmers.

Research conducted by the University of Chicago Consortium on School Research shows that schools strong in five essential areas, effective leaders, collaborative teachers, ambitious instruction, supportive environments and involved families are ten times more likely to implu -- to improve student learning than schools weak in these areas.

In 2012 students and teachers in Chicago Public Schools participated in the CPS My School, My -- My Voice -- My Voice, My School Survey, which asked questions about their school's culture and climate.

Of the AUSL schools that had sufficient data to be assessed, Sherman is not yet ready for improvement, taken over in 2006; Harvard is not yet organized for improvement, taken over in 2007; Dules is not yet

organized for improvement, taken over in 2010; Marquette is not yet organized for improvement, taken over in 2012; Bethune is moderately organized for improvement, taken over in 2009; Johnson is moderately organized for improvement, taken over in 2009; Deneen is partially organized for improvement, taken over in 2009; fuller is partially organized for improvement, taken over in 2012; Herzl is partially organized for improvement, taken over in 2012.

Now we'll get to good -- good stuff.

HONORABLE BATES: Stop. Stop.

I want you to go back to the moderately because I lost you after Bethune.

MR. WILBOURN: Oh, okay.

HONORABLE BATES: So I just skipped the moderate list and went into the partially.

MR. WILBOURN: Okay.

HONORABLE BATES: So I've got the not ready, and I've got the partially, and I've got Bethune.

What were the other two schools you said under moderately?

MR. WILBOURN: Johnson is moderately organized for improvement, taken over in 2009.

HONORABLE BATES: Just Bethune and Johnson?

MR. WILBOURN: For moderately, yes.

HONORABLE BATES: Okay. All right.

MR. WILBOURN: Okay?

HONORABLE BATES: You can proceed.

MR. WILBOURN: With partially?

HONORABLE BATES: No.

I got all of those.

MR. WILBOURN: Oh, okay.

Cassell is well-organized for improvement, and Morton is well-organized for improvement. Bradwell is also well-organized for improvement.

I think it's interesting that all of the AUSL schools that are not yet organized for improvement are schools that they mentioned for more than five years.

It doesn't make sense to turn over a school to AUSL, a school that is well-organized such as Chalmers, to an organization that is incapable of maintaining tho -- that standing.

Thank you very much.

HONORABLE BATES: Thank you.

Dr. Nelson [sic}, your two speakers who yielded their time, Veronica Bradley and Sarvitte Graham --

MS. GRAHAM: Suvett (phonetic).

HONORABLE BATES: -- Suvett Graham, if they care to

speak, I'll give them one minute each.

DR. NOLEN: Sarvitte Graham.

MS. GRAHAM: Good evening.

My name is Sarvitte Graham, S-a-r-v, as in Victor, i-t-t-e. I am a local school council member, committee --

HONORABLE BATES: Last name?

MS. GRAHAM: Graham, G-r-a-h-a-m.

HONORABLE BATES: Thank you.

MS. GRAHAM: I am a LSC member, I am a Chalmers alumni, I am a parent, I am a community rep.

I stand here tonight to tell you that Chalmers, where we have been, we are no longer.

Where we are now, you all at AUSL are trying to fosterize our children.

I had a nephew at AUSL, went from a B student to an F student. Took him out, took him to Chalmers. His grades have come up.

You all are not listen -- looking at 2010 when Dr. Nolen and Ms. Banks came in. You all are looking at from 2005, years prior to him coming in.

We are a family, we are united, not just for the children's sake but for the community.

What --

I have four children to come through Chalmers, three college children to come through Chalmers. My daughter goes back to Chalmers when she needs something. My son goes back to Chalmers when he needs something. I'm -- I go to Chalmers when I need something.

And know what that is? That's love, that's communication, that's understanding.

When you can go back and say I have a family outside of my family, the community that we're in, yeah, it's drug-ridden, there's a lot of things that go on, but when those children hit those doors, they have no worries, they have no drug dealers in the school, they have nobody that's going to tell them, oh, you're going to gang-bang in the school.

Before they let a gang-banger get them, they'll come in and say, Dr. Nolen, they're trying to get me, Ms. Banks, they're trying to get me, and Dr. Nolen and Ms. Banks goes outside the school. We don't -- not committed to use that box that we sit in on 2745 West Roosevelt Road.

I went to Chalmers in the '70s, and believe you me, I'm a teacher 14 years, I'm a parent of 25, when you have a principal and staff as Chalmers has now --

THE TIMEKEEPER: Ma'am, please conclude.

MS. GRAHAM: -- that's willing to go out of the box outside and tell the drug dealers you cannot have our babies --

HONORABLE BATES: Ms. Graham, can I --

MS. GRAHAM: -- they've done something wonderful.

HONORABLE BATES: -- ask you a question?

MS. GRAHAM: Yes.

HONORABLE BATES: You just mentioned that you were a teacher.

Do you teach at the school as well?

MS. GRAHAM: No, I don't.

HONORABLE BATES: Okay.

MS. GRAHAM: When you can go outside and take our babies back, that's love, and they do that.

When your children get up in the morning and say, I'm going to school, that's telling you that the staff is there, their mothers, their fathers, their aunties.

And we will not stand by and let our children become foster children at Thomas Chalmers School.

Thank you.

HONORABLE BATES: No. Thank you.

Ms. - - Ms. Pope, I can't help but giggle at the silent hands in the back.

I -- I somehow think I can ascribe that to you from hearings year before last, I think.

Okay. I indicated in -- in the -- I indicated at the outset that we would conclude after the last person who had signed in to speak by 9:00 o'clock had been heard from or by 10:00 p.m., whichever occurred first.

They are essentially happening simultaneously. My clock says 9:58 p.m., and we have just heard from the last person who signed in to speak.

I want to reiterate what I said in my opening statement that the record will be open until 5:00 p.m. tomorrow for written submissions to the CPS Law Department either in person on the seventh floor, and to the photographer, thank you, I appreciate that, that you -- that you stopped, thank -- really, I mean that sincerely, and -- or to qualityschools@cps.ewu, I'll say that again, qualityschools, one word, @cps.ewu.

You all should give yourselves a hand, a round of applause. You did a wonderful job.

Thank you.

(Which were all of the proceedings had

in the above-entitled cause.

- - - - -

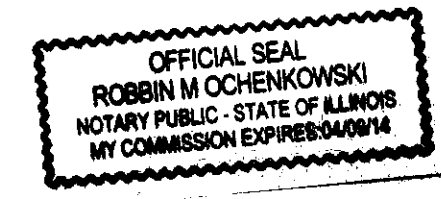
STATE OF ILLINOIS)
) SS:
COUNTY OF C O O K)

ROBBIN M. OCHENKOWSKI, being first duly sworn, deposes and says that she is a Certified Shorthand Reporter in Cook County, Illinois, and reporting proceedings in said County;

That she reported in shorthand and thereafter transcribed the foregoing proceedings;

That the within and foregoing transcript is true, accurate and complete and contains evidence which was received and the proceedings had upon the within cause.

Illinois Certified Shorthand Reporter
Notary Public
License No. 084-002522



A
A's 50:4,14 52:14
A-l-i-c-e 32:9
abiding 7:4
ability 43:11 44:21 47:16 67:7
able 64:9 87:23
above-aver... 68:1
above-entit... 5:15,2 96:1
ac 33:22 73:24
academic 13:23 14:12 14:16,22 20:24 24:22 25:4,20 26:8 29:6 30:20 33:22 34:4 35:19 40:17 73:17 79:1,22
academically 43:12
academies 33:15
Academy 32:16 85:12 85:14
accelerate 31:12,15 36:21 46:18
accelerated 29:2 33:22
accelerating 34:3
acceleration 45:8
accept 66:23 67:14
accepts 65:14
access 36:20
accommod... 7:24
accommod... 7:21,22
accompany... 11:20 12:7
accomplish... 46:24 47:13 70:9
accomplish... 43:20 86:21
account 77:14
accountabi... 13:19 15:4 16:7
accountable 47:12 63:20 64:5
accurate 97:11
accusations 55:11
achieved 86:22
achievement 16:14 25:5 28:9 29:3 30:20 31:12 31:15 33:12 34:1,3 36:21 41:8 41:11,14,19 42:2,18 45:6 46:19 47:1,2,17 79:2,22
achieveme... 42:8 46:3
achieving 28:5
act 29:2 73:23,24
acting 52:6
action 27:23 28:15 39:2 40:2 44:4 45:18,24 47:8,18 53:19 83:2 85:3
actions 14:15
actively 73:14
adaptive 88:1
add 56:1
addictions 66:15
addition 18:9 20:16 42:2
additional 14:14 26:7 29:4 36:17 36:20 37:17 38:8
Additionally 26:22 28:6
additions 64:20
address 9:20 36:24 38:22 39:22
adequate 11:23 14:21 49:8
adish 66:14
adishion 66:15
adjust 8:17
administra... 30:14 39:12 40:16,18,22 45:5,14,20 46:2,23 47:12,14,15 62:20,22 63:9,11,18 64:21 68:8 68:12 69:13 70:13,18,21 77:17 78:21 78:23 79:4 79:21
administra... 44:6
administra... 24:12
administra... 11:4,8 31:5
admire 59:21
admit 10:14
admitted 12:11
adopted 14:23
Adopter 42:3
adopting 26:5
adoption 41:14
advanced 36:15
Advancing 25:20
advocate 80:11
aerial 41:6
affidavit 11:6
affiliation 8:20 38:13 49:17
afford 46:1
afforded 45:19
aforementi... 43:20
afterschool 36:19 56:15
agencies 37:16 73:10
agency 33:9
agents 40:13
aggressively 73:22
ago 16:6 49:22
agree 6:18
agreed 7:21
ahead 39:22 46:8 58:13 71:13
AIO 41:13
Alderman 7:15 48:6 48:13,15,24 49:10
Alice 6:19 12:7 31:7 32:1,9
align 28:1
aligned 28:8 36:15 41:21
Alliance 8:13 80:10
allocate 26:1
allocated 25:17
allocates 27:24
allocations 28:8
allow 7:22 36:16 47:15 74:14
allowed 47:4 47:4
allows 14:13 14:17 18:24 21:9,12
alternative 82:11
alumni 38:18 65:8 92:11
ambitious 89:13
America 84:1
amount 39:23 82:19 82:21
analyze 27:7 30:6
and/or 43:4 64:12,16
anger 73:9
Annette 41:22
annual 15:6
answer 8:7 38:9
answers 6:23 7:1
anyone's 72:10
apologize 72:10
appeal 39:12
appear 32:13
appearing 10:5 13:22
appears 54:5
Appendix 69:17,20 70:11
applause 95:20
apply 74:5
appointed 41:9
appreciate 51:13 95:15
approach 37:20
appropriate 36:10
approval 14:18
approved 26:3 28:10

approves 31:3 37:22
approving 28:11
approxima... 6:1 22:1 53:17,18
April 5:6
area 41:13,19 43:5 44:17 65:14 74:11 86:11,13 87:9 88:1 89:8
areas 22:22 24:23 25:23 29:19 89:12 89:16
arms 66:8
arrival 45:4
arts 37:3
ascribe 95:1
asked 7:21 32:13 89:19
asking 60:4
assessed 89:22
assessment 27:9 30:8 88:7
assessments 17:7 36:16 88:5
assigned 23:24
assignment 63:16
assistance 36:17
assistant 6:9 27:2 29:9 30:10 32:19 59:21
assisted 26:10
Association 88:5
assume 81:11 81:13
assure 7:3
athletics 37:4
atmosphere 79:5
attaining 44:2
attempt 7:2 25:11
attend 58:11
attendance 11:12 15:8 15:12 20:17 20:18 30:12 30:12,13,15 30:17,18 32:15 37:9 39:8 44:7,9 45:7 55:12 56:12 59:13 63:6,8 67:2
attended 86:1
attends 49:24
attention 31:18
attesting 11:6
attorney 5:4 10:3
Augusta 66:4
aunties 94:18
AUSL 32:17 33:9,11,14 33:20,23 34:10,12 35:17 37:22 45:1,12 46:6 48:22 55:3,18 57:14 59:18 69:19 71:4 71:5 74:11 77:10 79:10 79:12 82:10 82:12 83:3 83:8,9,15 85:10,10,11 85:20 86:6 86:8 89:21 91:12,16 92:14,16
AUSL's 34:6 35:13 37:6 37:19 70:5
Austin 48:23
Austin-Nor... 6:17 16:17 16:20 23:21 24:2,12 41:22 42:4 42:8,15,19 43:12 46:11 46:13,20 48:23 88:10 88:17
authority 14:10
authorizati... 58:21
available 10:18 15:16 15:17,23,24 16:2,3,5 38:9 42:18
average 17:8 17:9,12,13 17:15,16,18 17:18 18:3 18:4,6,7,13 18:14,16,18 18:19,21 19:5,6,8,10 19:12,13,18 19:19,21,22 20:1,2,4,5 20:11,12,14 20:15,19,21 21:10,19 22:12 35:14 35:16 70:7 70:8
averages 30:22 82:14
aware 25:10 40:13

B

B 10:4 11:10 11:16 44:9 55:24 69:20 92:16
B's 50:5 52:14
B-e-r-n-a-r-d 51:19
B-o-y-d 86:19
Babbitz 70:3
babies 94:3 94:14
Bachelor's 24:15 32:22 33:5
back 50:9 54:18 59:23 61:16 74:17 80:19 88:8 90:12 93:3 93:4,8 94:14,24
background 24:5 32:18
bad 70:2
Banks 52:2 52:10 60:2 60:17 61:22 92:20 93:17 93:18
Barack 88:22
based 14:4 15:6,9 25:2 40:2 49:6 63:13 64:3 83:24
basically 85:18
basis 35:18
Bates 6:4 5:3 5:4 7:20 8:12,14 9:21,23 12:12,17,23 13:8,13 23:3,11 31:20 32:5 33:1 38:3 38:10 39:19 42:10,12,23 43:1,3,5,8 46:7 47:22 49:13 51:16 51:22,24 53:8,13,22 54:2,12,18 57:17,21 58:18 60:9 60:14 61:3 61:5 62:9 65:4,6,17 65:19 68:17 68:20,22 69:1,3,5 70:22,24 71:6,10,13 71:19 72:8 72:22 74:16 74:20,23 75:9,12,21 75:23,24 77:23 78:7 78:9,11 80:3,5,19 80:22 81:3 81:6 82:3,5 83:17 84:4 85:13 86:15 86:24 87:2 89:1 90:11 90:15,18,24 91:2,4,6,20 91:24 92:7 92:9 94:4,6 94:8,12,22
beautifully 67:1
becoming 32:21 44:1 56:22 78:15
befuddled 40:12
began 5:24 15:19 27:10 81:14
beginning 27:10 56:14 56:23 81:12
begun 47:5 80:1
behalf 23:24 24:4 77:7,8 77:9
behavior 30:3 37:8 50:2,12 67:5 79:1 85:17,19,22
believe 39:7 72:5,5 78:17 84:20 93:21
believes 31:9 31:14
below-aver... 22:13
beneficial 56:16

benefit 67:13
benefits 83:3
Bernard 7:20 51:17,18,19 51:22,23 52:1
best 39:7 41:4 43:10 44:2 51:7 55:6 59:9,9 59:18 61:20
Bethune 60:24 61:3 74:12 83:9 90:3,13,19 90:24
better 31:9 31:16 67:4 76:17,19 82:10 88:6
big 53:5 62:4 69:23
bilingual 36:11
binder 10:12 10:24 11:8 10:15,18,21 11:2,10,18 13:7 14:6 16:12 23:9 26:5 28:12 32:4 48:1 54:4
binders 75:7
bit 81:2
blessing 73:8
blue 86:2,5
board 6:9 8:22 9:14 10:3,19,23 14:10,14,18 14:23 23:19 26:3,4 28:10,11 31:3 37:22 39:3,13 40:9 55:1 55:18 57:11 57:14 77:12 85:7
Board's 11:11,13
Board-pub... 39:18
body 55:9 81:24 83:23 84:3,10,12 84:14,15,18 84:19
boo 6:19
book 50:6 53:16
books 50:5,8 51:8,11
boundaries 83:4
box 93:19 94:1
Boyd 8:20 86:16,17,18 87:1,3
boys 51:20 52:1,6
Bradley 91:22
Bradwell 91:10
bravery 58:1
break 53:5 63:16 64:24 64:24 88:8
breakfast 52:5
breaking 52:19,20
brighter 67:12
bringing 55:3 70:2
broken 65:7
brought 50:4 50:4,5,14 55:10
budget 12:3 25:17 27:11 27:24 28:7 82:17,19
build 45:21
building 9:9 55:15 77:15
built 63:17 64:22
butcher 72:10

C

C 11:18,19 12:1,6 41:2 44:11 70:11 82:17 97:2
C's 50:5 55:24
C-h-a-n-d-... 23:16
C-h-r-i-s-t-... 72:14
C-r-a-t-i-c 48:12
C-r-o-s-b-y 13:12
calculation 17:3
calculations 16:24
California 72:6
call 9:15,18 13:4 23:5,7 31:22
called 8:16 78:16
calls 30:17 52:6
Cambridge 24:16,17
candidate 41:3
CEO's 10:12 5:16 6:22
capable 10:9,14,22 11:16,19
capacities 12:10 13:5 23:7 31:24
capacity 38:6 39:2 41:7 45:11
capital 82:17 82:21
captive 55:12
car 50:18
card 50:15
cards 52:13
care 66:24 73:13,17 76:17 91:24
career 28:24 29:3 36:7 57:16 67:9 73:22
carefully 70:1,2
carry 58:7,7
case 8:12 7:24 9:3 12:14 78:8 78:15
cases 76:8,10
Cassell 91:9
catapult 47:2
catching 22:24
cause 5:15,2 96:1 97:13
cell 6:17 33:3
centers 11:12
CEO 5:7,12 8:24 10:7 24:1,4 31:1 31:1,8,14 32:13 40:9 40:13 44:3 45:17 47:10
CEO's 10:12 5:16 6:22 10:9,14,22 11:16,19 12:10 13:5 23:7 31:24 38:6 39:2 41:7 45:11
Cermak 66:3
certain 14:10 75:9
certainly 13:1
certified 5:17 8:2 97:5,18
challenge 66:21
challenged 36:24
Chalm 65:9
Chalmers 5:7 11:1 5:17 7:8 8:20 10:8,8 11:5 11:7,22 12:3,9,18 13:24 14:4 15:21,22 16:7,9,11 16:15,16,17 17:3,5,10 17:14,16,20 17:23 18:1 18:4,12,15 18:18 19:3 19:6,10,14 19:16,19,23 20:3,7,9,12 20:18 22:7 22:13,15,19 24:2,4,13 24:18 25:3 25:6,10,11 25:15 26:8 26:10,12,16 26:22 27:7 27:11 28:3 28:7,11,14 29:5,15,20 30:1,6,10 30:14,24 31:2,4,10 31:12,16 32:14 35:19 37:23 38:19 38:23,24 39:3,7,8,10 39:12 40:7 40:18 42:20 43:10 44:23 45:12 46:4 46:14,19 47:9,20 48:13,16,18 48:20 49:2 49:4,5,6,11 49:23 51:21 53:16,20 55:4,7,9,10 56:8 57:20 58:14,24 59:5,12,16 59:19 60:15 60:23 61:1 61:9,11 62:4,5,14 62:15 63:3 63:5 64:18 64:24 65:10 65:12 66:21 66:24 67:14 67:20,23 68:5 69:8 70:5,12 71:22 72:15

73:1,3 77:21 78:21 78:24,24 79:16 80:1 80:14,20 81:7,18,20 82:5,7 83:10,11,11 83:14,20,22 85:9,21,23 86:5,9,14 86:21 87:5 87:12,19,23 88:2,9,12 88:19 89:9 91:16 92:10 92:12,17 93:1,2,3,4,5 93:21,23 94:20
chambers 10:19
Champaig... 33:8
Chandra 6:15 12:2 23:7,16 42:16
change 63:9
changed 68:9 69:10 73:7
changes 79:4
changing 76:12
charge 64:14 87:4
charges 55:11
charter 16:23 66:18
Cheatham 41:13
cheer 6:18
Chica 84:9
Chicago 5:23 6:10 10:7 5:5,7,15 10:3,7 13:15 23:20 23:22 24:9 32:10 33:13 38:19,20 39:4 43:19 62:16 72:20 75:2 78:18 81:19 84:2 84:9,10 89:10,17
Chicagoland 65:14
chief 6:16 5:6 10:6 14:3,9 14:13,17 23:20,23 24:13,14 26:1 27:16 41:22 42:15 70:3
Chief/CEO 41:9
chiefs 41:6
child 59:14
children 39:8 41:17 43:11 51:20 52:22 52:24,24 55:23,24 58:21 76:18 79:19 92:15 93:1,2,11 94:15,19,20
children's 77:20 92:23
choice 59:19
choose 86:13
Christine 8:8 72:9,13
chronic 40:16
chronically 33:13
circulated 54:5
citizen 84:1,2 84:8,9
city 6:10 23:20 39:4 81:19 82:3 82:4
citywide 80:16
CIWP 27:13 27:13,16,21 28:4,7,10 28:12,14
clap 6:18
Clark 5:23
class 54:24 68:2
classroom 37:10 69:8 73:5 75:5
clear 42:18
clearly 47:5
clerk 30:17
climate 29:2 35:22 45:7 68:9 69:10 73:1 75:6 79:5 89:20
climates 34:2
clock 95:9
close 8:18 60:20 62:2 74:12
closed 78:19
closing 39:21 47:17 83:9
closure 40:8 46:19
coach 24:13 29:19 78:15
coaching 26:12 29:15 29:21 36:22
Code 5:18 10:23 11:11 14:5
collaborative 45:3 89:13
colleague 24:21
college 24:16 28:24 29:3 36:7 56:2 57:16 67:9 73:22 93:2
Collins 85:12 85:14
com 5:11
combined 17:6
come 8:17 23:11 46:21 56:9 58:13 62:1 66:8 66:22 71:24 74:17 81:22 81:23 92:18 93:1,2,16
coming 71:24 79:3 92:21
commencing 5:11,23
comment 6:21
comments 5:11 7:6,16 9:1
Commission 40:4
committed 27:17 43:16 93:19
committee 80:11 92:6
Common 26:14 28:17 29:14,22 36:4 41:15 42:3 64:11 64:12
communica... 93:7
community 8:19,22 16:22 17:4 27:19 30:23 32:14 36:10 37:24 39:15 40:11 45:2 45:7 53:18 55:6 57:3 60:7 73:10 77:16 87:6 89:8 92:11 92:23 93:9
comparable 24:24 74:10
compared 17:4,8,12 17:14,17 18:13 19:4 20:20 43:15 44:8,10
compares 20:23 34:8 35:10
comparison 40:14 69:18 70:5
compassion 76:23
competencies 27:4 29:10
compilation 12:12
compiled 10:12,14 12:11
complete 40:23 97:11
completely 40:11 62:22
compliance 13:18
complies 10:23
compo 20:22
component 20:23
comport 6:14
composite 17:6 18:1,5 18:12,15,18 19:3,7,10 43:6 46:12
Compound 70:10
comprehen... 37:20
computer 63:12
computeriz... 88:1
concerned 5:11 45:13 48:15,17 77:6 89:8
concerning 5:16 7:7 48:24 85:7 88:20
conclude 22:19 46:7 70:20 71:9 71:11 83:13 86:7 93:24 95:4
concluded 25:3
concludes 23:1 31:19 38:1,5

conclusion 31:11 46:10 64:20 82:16
concrete 29:18
conducive 29:2 34:2
conduct 6:14 7:2
conducted 89:10
conducting 6:5
conferences 29:18
confident 74:14
connected 76:15
connection 5:9 10:5
connections 77:9
consecutive 16:8 24:19 62:21
consider 5:5 9:5
considerati... 10:16 72:17
considered 9:11 62:19
Considering 46:21
consistent 19:15 24:24
consistently 20:19 22:22
consists 10:21 27:16
Consortium 89:11
conspiracy 83:1
constructive 29:16
Cont'd 8:17
containing 54:4
contains 97:11
continue 43:14 46:2 47:4,5 57:14 70:14 74:14,15 88:21
continuous 25:7 27:13 45:9
contract 41:1
contrary 40:21
control 21:11
Controlling 21:8
controls 21:2
convey 32:14
Cook 5:19 97:6
coordinated 26:16
coordinator 28:7 30:13
copies 26:3 28:11
coping 73:9 73:15
copious 75:12
copy 10:18 14:6,6
core 26:14 28:17 29:14 29:22 36:4 41:15 42:3 64:11,12 67:4 81:24
corner 61:24 72:6
correct 9:24 14:15 25:11 26:8 29:5 82:6
correcting 11:23 12:4 14:21
correction 9:19
corrective 14:11,15
correlation 63:8
council 5:13 5:21 11:4,9 27:19 38:17 38:20 39:1 39:6 47:20 92:5
counsel 6:9 12:12 73:4
counseling 73:8
counselor 8:9 72:16
counterparts 69:18
County 5:19 97:2,6,7
couple 77:3
court 8:2 13:10 49:16
CPS 10:11 5:5 7:1,7,24 9:8,15 12:12 15:19 16:6 18:10 20:17 24:19 33:10,15 35:16 39:16 40:13 41:4 41:7 42:18 44:8,10 55:1 82:17 85:7 89:18 95:13
cps.ewu 95:18
Cratic 7:14 48:7,11,11
create 33:21
created 25:22 27:14 28:15 64:8
creates 27:23
creating 64:6
creation 26:2
criteria 14:24
critical 59:14
Crosby 6:12 11:20 13:5 13:8,11,11 13:14 23:3 24:21
Crosby's 13:6
CTU 8:10
culture 29:2 29:11 35:23 45:7 62:24 79:5 89:20
cur 60:13
current 15:10 40:17,22 41:1 42:14 44:5 45:4 45:14,20 46:1,22 47:12,15 60:13 63:22 86:23 87:22 88:18
currently 14:2 16:20 34:5 54:23 57:19 65:1 78:24
curriculum 24:13 37:2 37:4 62:24 64:3,14 73:5
cycles 36:1

D

D 41:4 44:15
D's 52:12
D-a-v-i-d 53:15
D-e-c-a-t-u-s 72:14
D-o-r-s-e-y 83:21
daily 30:18 66:21
data 6:13 13:14,23 14:1 25:22 27:8,9,21 28:2 30:6,8 36:15 39:17 40:14,15 42:18,20,20 45:13 46:24 48:17 49:6 49:7 67:17 68:4,7 69:21 73:19 74:1 89:21
data-driven 35:17 36:1 68:10 69:11
dated 54:7
daughter 49:24 50:16 85:11,15 93:3
David 7:23 11:7 53:9 53:14
day 47:20 50:7,10,12 50:20 51:11 52:6 59:15 64:17 73:6 76:22
days 61:17 76:2
deal 33:12
dealers 61:23 61:23 93:12 94:2
dealing 66:11
debate 39:10
debates 73:8
DEBORAH 8:10
Decatus 8:8 72:9,11,13 72:23 74:18 74:22 75:3 75:11,15,22
decided 84:22,23 85:3
decision 84:13,13
decision-m... 37:13
decisions 77:7,8 83:24 85:7
decline 68:14 69:15 87:9
dedicated 62:23
dedication 64:21 70:13
deficiencies 11:23 12:4 14:12,16,22 25:12 26:8 29:6
degree 24:15

deliver 64:12
delivering 26:13 29:22
delivery 11:7 64:4
democracy 84:24
demolish 65:1
demonstrate 11:1 17:22 40:16 47:16 67:7
demonstrat... 24:22 67:21
demonstrat... 10:22 11:21 12:2 64:7
demonstrat... 64:16
Deneen 90:5
department 6:10 9:8 10:4 71:23 95:14
DePaul 26:17 26:19 43:19
depending 81:23
deposes 97:5
Deputy 24:13
describing 12:7
deserve 49:9
designated 7:15
designed 37:20
despite 30:19 67:21
determined 72:17
determining 6:6 14:24 16:7 37:15
develop 27:22 73:14
developed 28:4 35:17 72:19
developing 30:11 76:13
development 25:13 26:18 26:20,23 27:2 29:8 29:13 30:1 30:10 35:20 36:22 43:18 62:23 63:2
deviation 21:17,23
devoted 76:20
die 59:10
difference 84:16
different 41:6,7,10 62:17,18 64:10 66:9 84:15,19
differentiat... 73:19
differentiat... 28:20
difficulties 67:22
direct 64:12 73:15
direction 47:9 88:19
directives 6:2
directly 63:8
Director 6:13 13:14 24:10
disabilities 66:15
disability 52:9
disagree 45:24
disappoint 75:24
discard 67:16
discipline 37:9 59:16
discretionary 25:17 27:11
discuss 27:8 29:19 30:7
Discussion 54:17
disorderly 33:24
displaced 31:4
displayed 14:1
disregarded 77:5
disregards 84:11
disrupt 77:19
district 16:16 17:9,13,16 17:18,24 18:6,7,14 18:19,20 19:6,12,13 19:15,21,22 20:4,5,14 20:15,19,21 21:1,19,21 22:2,4,6,24 25:1,10,16 27:10 30:19 30:21 35:12 46:20 63:4 68:15 69:16 77:5 81:4,5 81:9
District's 13:16 15:3 25:9 27:3 29:9
diverse 36:24
divided 23:22
document 11:18,22 6:3 10:12 12:15,16,22 54:1,11
documentary 75:8
documents 8:15 10:12 11:15 9:1 10:15 11:1 11:21 12:2 14:7 16:12
doing 19:1 43:16 51:3 51:6 59:19 61:12
dollars 76:15
door 63:14
doors 93:11
Dorsey 8:19 83:17,18,19 84:8 85:14 86:8,15
doubled 35:15
doubters 59:6
Dr 10:23 7:17 7:19 41:13 49:3,22 50:3,10 51:2,12 52:2,10 60:17 61:22 73:1,7 74:9 86:23 87:4 87:8,22 88:18,22 91:21 92:2 92:20 93:16 93:17
dra 35:17
dramatic 76:10
drastic 44:21
dreams 59:10
driven 73:19
dropped 87:15
drug 61:23 61:23 93:12 94:2
drug-ridden 93:10
dual 33:14
due 55:4 56:15 69:23 70:12 72:24
Dules 89:24
Dulles 35:5
duly 97:4

E

E 10:4 32:21 41:20
e-mail 9:9,19
E-s-t-h-e-r 10:2
early 36:17 42:3
earn 15:17
east 66:3,3
eat 52:4
edu 68:22
educated 66:20
education 6:9 14:10,14,19 14:23 21:7 23:19 24:16 26:3 28:10 32:19,23 33:5 36:11 39:4 55:2 56:5 57:14 58:8,10 59:15 62:7 77:12 78:4
Education's 10:4
educational 24:6 31:9 31:16 33:7 65:13 66:9 70:1,2 76:23
educator 70:6
educators 36:10 66:20
effective 37:9 89:12
efficient 6:9
effort 26:8 29:5 73:21
efforts 36:8
eight 7:23 80:16,22 81:5,9 82:18
eighth 19:4,6 19:10 30:13 36:22 52:13 54:23 57:19 57:21 63:22 75:17
either 9:7 31:21 81:22 95:14
Ele 87:11
elected 39:6
elementary 5:7 6:17,20 5:17 7:8 10:8 13:24

15:16 16:21 16:21 22:19 23:21 24:3 24:7,9 32:11 33:10 33:17 55:4 62:14 86:22 87:12,19
eligibility 21:5
eligible 74:4
em 23:18
embedded 56:8 58:3
emotional 68:3
empathy 37:13
emphasizing 37:7
empir 45:14
empirical 45:15
employed 23:19 32:10 67:20 72:15
employee 5:5 6:24
enable 5:10
encountered 62:22
encourage 58:15 59:1
encouraged 61:21
encourage... 60:6
English 21:7
enhanceme... 37:3
enrolling 43:23
enrollment 17:1 44:11 44:14,21 45:7 66:6 66:17 71:21 74:5
ensure 6:8 25:17 28:8 28:19 36:5
entire 8:7 40:11
entitled 6:3
environme... 75:6
environme... 33:24 37:1 37:11 89:14
equip 33:15
espec 37:14
essential 78:5 89:12
essentially 95:8
established 45:6,22
establishing 37:14
Esther 6:8 10:2
ethnicity 21:5
evaluated 15:15
evaluates 20:17
Evaluation 88:5
evening 5:3 5:23 6:11 9:2 13:11 23:14,15 32:5,8 51:18 54:23 57:19 72:13 83:18 86:17 92:3
everybody 71:15
everyday 67:22
evidence 10:14 11:3 11:11 10:21 11:18 12:21 28:12 32:3 40:21 43:21 45:15 48:2 63:5 73:8 75:8 97:11
evidenced 44:20
evidently 72:2 86:11
exam 63:23
example 21:22
exceed 19:7 43:4 88:13
exceeded 46:17 60:17
exceeding 17:11 18:11 18:23 34:9 34:15,17,20 34:22 35:1 35:4,6,9,15 43:1,22 46:13 60:19 87:14,16,20 88:14,16
exceeds 17:6 18:1,5,12 18:15,18 19:3,11,16 19:23 20:9
Excellence 34:19 35:5
excellent 50:24 51:1 51:13
exceptionally 59:20
exclude 16:24 65:12 66:7
excluding 66:6
excuse 33:1 54:13 55:22 58:19
excuses 35:22
Executive 5:6 10:6 14:3,9 14:13,18
Exhibit 10:11 10:22 11:6 10:14 12:11 12:20 39:14 41:2,4,20 42:9 43:13 44:4,8,19 45:10 46:17 48:1 53:23 54:3,10
exhibits 47:24
exit 19:1
expect 6:13
expectations 35:22
expected 12:8
experience 33:12,20 57:2,3 85:10
experienced 46:11,14,15 56:8
explain 31:8
Explore 73:23
extend 37:4
extended 40:24
extensive 37:2
extolling 76:23
extra 36:14
extraordin... 76:20
extremely 76:14 77:5 77:13 81:18

F

F 42:11 52:12 92:17
F-a-r-i-n-a 83:21
facilitate 29:1
facilitated 27:5
fact 6:15 43:21 45:15 72:17 77:2 77:2 81:18
factors 21:3,9
facts 83:24
faculty 11:4,8 31:5 40:17 40:22 44:6 45:20 46:1 46:22 47:12 47:15 49:2 55:8 63:1,9 78:20
failed 11:22 14:21
failing 24:19
fails 6:15
failure 40:17
fall 44:12,12 46:22 47:14 63:23 87:9
families 37:18 44:23 89:14
family 52:16 52:21 53:3 53:5 56:11 57:12 60:4 61:1,7 62:4 86:9 92:22 93:8,9
far 21:18 65:15,16 66:2,3,3
Farina 8:19 83:17,19
faster 21:20 22:1
Father 60:2
fathers 94:17
February 54:7
Federal 13:18
feedback 29:17,18 64:9
feel 52:18 67:12
feeling 66:22
feels 49:8 67:3
Fifth 29:24 36:13
Fifty 83:7
fight 61:13 61:13
figure 64:18
filed 39:12
final 76:4
finally 9:3 12:6 37:2
find 85:18
fine 37:3
finish 67:10
first 7:7,13 7:23 9:15

13:5,9 23:12 26:11 28:16 29:7 32:7 34:8 35:20 38:13 38:15 48:9 49:16 52:1 79:10,13,23 88:4 89:6 95:7 97:4
fit 85:19
five 15:21 16:6,10 44:2 62:18 76:5 89:12 91:14
fix 78:1
floor 9:8 95:14
fluctuated 20:7
Focus 37:12
focused 27:3 29:9 30:11 62:24 68:10 69:11
follow 44:6
following 5:1 8:21 11:1 26:10 28:14 29:6 34:13 40:1 46:5
force 64:24
foregoing 97:9,10
former 47:14
forth 7:5 14:24
forums 39:16 40:2
forward 23:11 43:12 47:6 88:23
foster 94:20
fosterize 92:15
fought 39:9
found 56:7
foundation 45:6,21 47:1 64:22
four 26:19 34:21 35:2 43:24 56:22 67:20,23 77:15 78:14 78:22 93:1
four-year 40:24
fourth 22:18 27:5 29:1 29:20 36:8
framework 35:18
Fredrick 6:4 5:4
free 21:4
frees 83:9
Fresh 78:16 78:17
friends 61:15
full 8:19,19 37:6,19 55:14 67:9 67:13
full-site 17:1
fuller 90:6
fully 67:7
functioning 77:19
funding 26:15
funds 25:17 26:1 27:24
further 36:20 46:5 47:2 55:17
future 67:12

G

G 43:13
G-r-a-h-a-m 92:8
gain 41:19 42:8
gained 25:8
gains 74:10 74:11 88:2
gang-bang 93:14
gang-banger 93:15
gangs 46:14 46:15
gap 17:22 19:14 46:19
gaps 47:17
gender 21:8
general 6:9 71:4,5
generally 66:24
geographic 16:15,19 17:2,2,8,12 17:15,17 18:2,4,13 18:16,17 19:5,8,9,17 19:19,24 20:2,10,12 25:1
getting 52:3 52:11 57:10 85:16
giggle 94:23
give 36:17,19 36:23 71:14 76:1,3 82:3 92:1 95:19
given 7:15 45:18 48:2 70:14 81:21 87:4
gives 36:6
giving 76:2
glad 58:11
global 41:23
go 39:22 46:8 50:9 51:21 54:16 58:10 60:21 61:16 70:7 71:13 74:13 81:2 82:21 85:8 85:19 86:13 90:12 93:5 93:8,10 94:1,13
goal 28:16,19 28:22 29:1 41:14 63:24
goals 25:18 27:12,22 28:1,4,5,8 35:21 37:15 41:10 42:1 59:10
God 50:9
goes 85:11 93:3,4,18
going 12:20 39:19 46:7 47:6 50:16 50:20 52:1 52:19,20 53:5 58:7 60:21 61:8 61:10,13,16 62:3 69:9 71:20 76:1 76:3 82:21 83:5,5,6,7,8 85:22 86:3 86:6 93:13 93:13 94:16
good 5:3 13:11 23:14 23:15 32:5 32:8 33:23 50:12 51:18 54:23 55:7 56:2 57:19 72:13 83:18 86:8,14,17 90:10,10 92:3
governing 8:23
government 83:23 84:3 84:10,12,14 84:14,18,21 84:22
grade 18:24 19:7,10 21:3 52:13 54:21 60:11 63:22 75:17
grader 54:24 57:20,22 60:13 65:9
graders 19:4 63:23
grades 50:13 92:18
graduate 52:12
graduating 52:13
Graham 8:23 91:22,23,24 92:2,3,4,8,8 92:10 94:1 94:4,5,7,11 94:13
grant 26:15
grants 14:9
great 33:11 47:6 49:3 51:3 61:12 73:18
greatly 77:21
grew 22:13 68:13,15,15 68:24 69:14 69:16,16,24 74:1
ground 6:11 7:5 64:24
groups 73:9
grow 67:16
growing 21:20,24 22:3,5 24:23 76:13 77:19
grown 56:18 56:20 67:17
growth 15:12 20:24,24 21:13,14 29:19 30:21 33:22 34:4 35:11 42:22 67:21,22 68:13 69:14 69:17,19,22 69:23 70:12 73:18 80:18 81:8,10
guardians 11:3,8 54:7
Guid 73:11
guidance 27:16 73:11
guiding 87:5
Gurley 41:22

H

H 6:4 10:4 44:4
H-a-r-r-i-s 38:16
H-e-n-r-y

32:9
H-o-l-l-o-m... 69:7
habits 70:2
hand 95:19
hands 94:24
happened 70:19
happening 95:8
happiness 63:1
happy 53:5
hard 39:9 64:18 70:12
Harris 7:11 10:24 7:22 38:11,15,16 40:1 42:11 42:13,24 43:2,4,7,10 46:9 47:24
Harvard 89:23
hate 75:24
heads 59:24
hear 6:10 7:9 31:7 39:24 40:5 65:20 71:15 75:13 76:22
heard 7:11 39:2 76:19 77:18 95:6 95:9
hearing 5:5 6:5 5:8,10 5:19,22,24 6:4,5,7,7,13 7:2 8:4,21 8:23 9:1,17 14:19 23:1 23:6 31:23 32:8,13 38:1,5 45:23 47:11 76:4 78:5 82:23 85:3
hearings 6:3 11:17 76:6 95:2
heart 58:1
hearts 56:3
heavy 46:23
held 5:21 24:8 29:17 30:9 55:11 56:24
help 36:17 56:5 94:23
helping 60:7
Henry 6:19 12:7 31:7 32:1,8,9 33:5
Henson 83:4
Herzl 83:7 90:8
Hi 49:19 80:8
high 21:13 33:18 35:22 73:24 74:3 74:6 81:19
high-quality 36:3,9
higher 33:21
highest 18:24 41:19 42:7
highlighting 13:23
highly 63:12
hints 41:10
hires 63:10
hit 93:11
hold 24:14 58:18 59:16 71:12 80:6 84:17 89:3
holds 47:11
Holloman 8:7 11:20 69:5,6,6 70:21,23 71:5,8,11 71:17,21
home 50:4,4 50:5,7,14 55:19 56:24 57:7,13
homelessness 66:12
homes 30:17
HONORA... 6:4 5:3 7:20 8:12,14 9:21,23 12:12,17,23 13:8,13 23:3,11 31:20 32:5 33:1 38:3 38:10 39:19 42:10,12,23 43:1,3,5,8 46:7 47:22 49:13 51:16 51:22,24 53:8,13,22 54:2,12,18 57:17,21 58:18 60:9 60:14 61:3 61:5 62:9 65:4,6,17 65:19 68:17 68:20,22 69:1,3,5 70:22,24 71:6,10,13 71:19 72:8 72:22 74:16 74:20,23 75:9,12,21 75:23 77:23 78:7,9,11 80:3,5,19 80:22 81:3 81:6 82:3,5 83:17 84:4 85:13 86:15 86:24 87:2 89:1 90:11 90:15,18,24 91:2,4,6,20 91:24 92:7 92:9 94:4,6 94:8,12,22
hope 59:11 73:16
hour 5:23 7:12
hours 7:15
Houston 65:15,18
Howe 34:19
Hughes 83:5 83:6,7
hundred 86:5

I

i-t-t-e 92:5
ice 65:7
idea 55:3,7
identificati... 12:13,19
identified 28:5
identifies 27:23
identify 21:12 25:23 36:16
IEP 21:7
iirc 68:20
iirc.niu.ewu 68:5
ILCS 5:18
Illinois 5:21 5:23,18 10:23 11:10 14:5 16:14 32:23 33:6 33:8 38:21 97:1,6,18
illness 66:15
illustrates 34:6
ILT 28:4
imagination 58:1
immediately 64:9
immense 79:4
impact 21:9
implement 73:8
implement... 13:16 28:16 29:14 30:2 36:4
implementi... 26:14 29:22 34:7
implu 89:15
important 75:13 77:13 79:15 82:9
impose 6:7
imposed 53:19
improve 12:9 28:19,22 30:15,24,24 35:18 43:14 45:3 89:15
improved 25:18 27:12 48:20 51:6 72:24
improveme... 12:3 15:11 20:8 25:7,7 25:20,24 27:13 28:6 41:17,18 42:7 44:5 44:18 45:9 45:10 48:18 49:3 55:17 55:18 61:12 72:4,18 75:3 76:10 89:22,24 90:1,2,3,5,6 90:7,8,23 91:9,10,11 91:13
improveme... 37:7 68:5
improving 25:4 28:9 33:12 46:3 62:5
inaccurate 39:18
inad 63:14
inadequate 63:14
incapable 91:17
incarcerated 66:13
inception 41:5
include 33:15
included 16:11 75:7
includes 11:2 11:6,10,13 11:16,18,19 12:1,6 37:7
including 5:12 15:7

27:7,17 29:10 30:5 32:19 33:10 35:19,22 36:10 37:3 44:24
inclusion 36:3
inclusive 40:15 65:13
incorporati... 57:8
increase 30:11 35:14 35:16 42:5 44:13,21 63:7 71:18 71:21 74:15 87:23
increased 56:13 57:1 59:12 70:12 80:15
increases 44:22
increasing 34:3
incredible 57:23
increment 44:22
independent 5:8 42:17 45:23
independe... 16:23
indicated 44:18 95:3 95:3
indicates 21:22
indicating 51:4 53:12 53:24
indicators 33:23
individual 15:12 30:22
Individuali... 21:7
individuals 7:9,14 35:21
information 25:8 30:18 32:16
informed 40:6
initial 40:2
initiatives 25:9 45:9 47:3
input 25:22 26:2
inquiry 36:1
inside 62:3 86:5
insinuation 71:1
insist 7:4
inspiration 58:15 59:1 59:24
inspire 56:3
installation 45:14
installed 65:1
instruction 26:13,21,24 28:23 29:22 36:4,20 73:15,20 89:13
instructional 26:11 28:3 28:20 29:10 30:1 36:5 41:2 73:5 76:24
insufficient 25:4
intended 14:15
intent 40:16
interest 39:7
interested 5:15 32:15
interesting 91:12
Interim 42:15
interperso... 37:14 73:15
interpreter 7:1,2 8:10 8:13
interpreters 8:14
intervention 36:2,13 73:19
interventions 25:24 31:13
introduce 9:16,18 31:24
inviting 34:2
involved 62:23 89:14
Irving 48:15 49:10
Irving's 7:15 48:6,13
ISAT 16:14 17:5,7 18:1 18:5,12,24 19:3,16,23 20:9,24 21:4 34:16 34:21 35:1 35:7,15 41:8,18 42:6 46:13 46:17 56:14 56:18 60:19 67:23 68:12 69:13 74:10 74:11 87:14 87:19
ISBE 68:14 69:15
ISL's 26:12 29:20
issued 9:13
issues 55:11 79:1,2

J

J 44:19
J-a-m-e-s 23:17
J-a-y 78:2
J-o-n-e-s 49:20
James 6:15 6:20 12:2 23:7,11,15 23:16 31:20 32:11 42:16 64:10
January 88:7
Jay 8:11 77:23 78:2
Jennifer 41:13
job 51:3 52:17,17 95:20
Johnson 6:20 32:11,12,22 33:10 34:14 79:10 83:8 85:24 86:1 90:4,22,24
Jones 7:17 49:14,18,19 51:5
journey 33:20
joy 55:20,22 55:24 56:3 56:7
judged 70:16 70:16,18
July 40:24
jumps 69:23
June 13:20

K

K 45:10 97:2
K-e-n-y-a 51:19
K-i-m-b-e-... 49:19
keep 39:10 62:4 74:8
Keeping 74:9
Kent 10:23 49:3 86:23
Kenya 7:20 51:17,19
kept 30:21 59:8
key 25:23 56:6 57:10
kick 67:5 85:22
kicked 85:16
kid 52:16 57:10
kids 52:16,17 52:20,24 58:14,24 60:21,22,24 62:7 77:7 85:21,23 86:4,12,12
Kimberly 7:17 49:14 49:19
kindness 76:23
King 60:22
know 39:5 50:10,11 51:10 59:22 59:22 61:11 65:19 66:23 71:2 76:17 77:24 78:5 93:6
knowledge 25:9 36:6 64:7
known 32:17 88:6

L

L-a-n-e 65:11
L-e-o-n-a-r-d 80:9
L-o-u 65:11
L-o-u-i-s 65:11
lab 24:7
lack 48:22
Lane 8:5 11:19 65:4 65:5,6,7,8 65:18,24 68:19,21,23 69:1,2,4,9
language 7:2 8:9,13 21:8 36:11
large 20:8
lasted 78:22
law 6:10 8:22 9:8 10:4 13:1 22:20 95:13
Lawndale 6:17 8:13 16:17,21

23:21 24:2 24:12 41:23 42:4,9,15 42:19 43:13 46:11,13,20 48:23,23 80:10,11,15 80:18,22 81:1,8 82:13,14 83:2 88:10 88:17
lead 55:8
leader 41:2
leaders 26:12 26:17 59:8 89:12
leadership 24:8 28:3 30:2 32:16 33:7 75:4 76:24 79:16 86:23
leaderships 76:19
leading 87:5 88:19
learn 55:23 56:4,9 63:20
Learner 21:8
learning 37:5 37:21 52:9 63:12,17,20 64:5 89:16
leave 53:2 61:10,15,17 62:6,8 79:21 81:15
led 30:4
ledge 10:19
left 8:3 69:9
Leonard 8:13 11:22 80:5 80:6,8,8,21 80:23 81:5 81:7 82:4,6 83:14
lessons 70:1
letter 55:1
letters 11:8,3 53:17 54:9
level 15:10,18 15:21 18:24 21:3 27:15 44:1 56:22 62:19,19 67:11 74:13 74:13
levels 66:9
License 97:19
lieu 78:18
life 56:6 57:24 58:8
lifting 46:23
limit 65:20
limitations 6:8 68:3
limited 39:23
line 25:18 67:10
list 40:8 66:6 67:19,24 80:12 90:16
listen 8:6 51:14 84:22 84:23 92:19
listens 50:13
literacy 28:17 86:21 87:10 88:20
little 81:2 84:5
lives 77:20
Living 21:6
lo 11:9
local 5:13,21 11:4,9 27:19 38:17 38:19,24 39:6 47:20 85:6 92:5
located 13:7 16:16,17,22 23:9 24:13 26:5 28:12 32:3
Lois 65:4
long 39:9
longer 84:24 85:2 92:13
look 57:24 58:16,16 59:2,2 81:17 82:12 82:16 83:2 85:8
looked 66:22
looking 69:21 80:17 92:19 92:20
loss 46:12
lost 90:13
lot 77:11 85:21 93:10
Louis 8:5 11:19 65:6 65:8
love 55:20,22 55:23 56:3 56:7,10 58:4 61:9 76:17 93:6 94:14
loved 64:15 67:3
loves 50:16
loving 56:24
low 13:23 21:12 22:21 22:22 24:22 34:1 56:18 56:20,21 74:1
lower 20:19
Loyola 26:17 26:21,24 43:19
LSC 7:24 51:22 53:14 92:10
LSC/Alum... 7:12 8:24
lunch 21:4
lunchroom 73:6
luxury 66:6

M

M 5:17 97:4
M-o-r-e-s-c... 62:12
Ma'am 86:7 93:24
mad 71:20
main 55:11
maintained 13:20
maintaining 91:17
making 22:23 30:17 82:7
Man 60:11
manage 33:10
managed 16:22,23 23:23 34:10 44:24
management 27:6 30:4 35:24 45:12
manager 8:12 24:10 78:8,15
manages 33:14
map 64:3
March 40:6 71:24
mark 53:22
marked 10:12 12:13 12:16,19 54:1
Marquette 90:1
Massachus... 24:17
Master's 24:16 32:24 33:6
material 12:24 64:4
materials 9:5 9:7,10
math 8:4 22:17 36:14 56:16,19 60:16 62:14 62:17 63:12 63:13,14,19 63:23 64:6 64:14,15,22 80:17 81:7 82:13
mathematic 20:3
mathematics 17:7,13 19:23 22:9 22:14 24:11 26:19 28:18 48:19,21 63:21 64:7
mathmores... 64:8
matter 5:9 38:22 39:2 40:5
maximum 14:20
mayor 85:1
mean 21:16 21:23 33:2 51:6,7 63:22 64:2 66:4 68:16 95:16
meaning 21:23
means 21:16 21:19 22:2 22:4,12 57:9 81:21
measure 18:22 21:16 21:18
measured 44:17
measures 14:11,12 15:7 18:10 41:7,10 44:5
measuring 18:9
meet 24:19 28:23 36:9 43:22 63:24 88:13
meeting 5:15 9:14 17:11 18:10 34:9 34:15,17,20 34:22 35:1 35:3,6,8,15 43:1,4 46:12 87:14 87:16,20 88:14,16
meeting/ex...

41:17 42:6 42:21 43:2
meetings 30:16
meets 17:5 18:5 19:16 19:23 20:9
member 7:24 8:19 53:14 92:5,10
members 5:13,13,15 5:20,20 11:5,9 27:18 32:15 38:24 40:3 47:19 57:9
mental 66:15
mention 55:13
mentioned 91:14 94:8
mentor 78:15
mentoring 25:14
mentorship 78:20
mess 49:24 50:2 65:5
messed 50:20
messing 62:6
met 46:16 60:16 88:11
method 12:8 31:8
methodology 21:2
metric 20:22 21:11,15
metrics 15:14 17:21 44:22
microphone 8:17,17 57:21 60:12
74:17 84:4 84:5 89:4
mid-20s 74:2
middle 26:18 26:20 42:19 42:21 62:13 62:17 64:15
middle-of-t... 88:7
milestones 27:23 28:5
million 76:15
mind 53:22 58:1 74:8,9 75:13
minds 56:4
mine 52:23
minimum 24:20
minor 58:20
minute 92:1
minutes 7:16 7:23 48:2
miracles 59:4
misbehave 86:4
misbehaved 86:2
misleading 79:9
missed 64:17
mission 33:14
mobility 21:5 81:18
models 59:3
moderate 90:15
moderately 90:3,4,12 90:21,22 91:1
momentum 65:1
monarchy 84:24
money 77:12
monitor 73:6
monitoring 27:8 30:7 30:12,18
monthly 27:1 29:7 30:16
Moreschi 8:4 62:10,11,11 62:13
morning 94:15
Morton 34:24 91:10
Mother 60:1
mothers 94:17
motivate 36:8
Mount 73:12
mouth 8:18
move 43:12
moving 88:21 88:21
multi-year 33:19 34:6

N

N-o-l-e-n 7:18
name 5:3 8:19,19,20 10:2 13:9 13:10,11 23:12,13,16 32:6,7,9 38:12,13,15 38:16 48:8 48:9,12 49:15,16,19 51:18 54:19 62:13 65:8 72:10,13,14 80:8 82:20 83:19,21 86:18,19 89:6,7 92:4 92:7
names 54:20
national 43:15
near 22:2
nearby 44:24
nearly 44:12
necessary 6:8 57:6
need 8:9 30:23 31:11 36:14,17,18 62:2 77:21 81:17 83:15 85:18 93:5
needed 8:15 25:24 36:6 36:23 63:24 74:13
needs 18:1 36:9,24 66:9 73:14 93:3,4
negative 22:4 22:8,8,10 22:11,16,18
neighborho... 43:23 86:4
Nelson 91:21
nephew 86:1 92:16
nervous 74:19
network 6:17 12:5 16:16 16:18,19,21 17:2,2,8,12 17:15,18,23 18:2,4,13 18:16,17 19:5,8,9,17 19:19 20:1 20:2,10,12 23:21 24:3 24:12 25:1 25:8 26:7 26:10,11,15 27:1,5,16 28:2,6 29:4 29:7,12,20 29:24 30:5 30:9 41:6 41:23 42:4 42:9 43:13 46:11,20 48:24 88:10 88:17
Network's 30:13
networks 23:23
never 39:13 50:4,6,14 62:20
new 31:5 57:9 63:9 64:24 68:8 70:18 76:8 76:19 79:3 79:20
newly 41:9
nine 19:5,9 21:2
niu.edu 68:23
Nolen 10:23 7:17,19 49:3,22 50:3,10 51:2,12 52:2,10 60:2,17 61:22 73:1 73:7 74:9 86:23 87:4
87:8,22 88:18,22 92:2,20 93:16,17
nonprofit 33:9 77:10 77:11
norms 43:15
north 66:3,4 80:11,15,18 81:1,8 82:12,14 83:2
Northern 32:23 33:6
Northweste... 88:4
Notary 5:19 97:19
note 12:17,23 13:1 77:1 78:14 79:8
noted 69:22 76:5,7
notes 48:17 75:12
notice 5:19 5:22 11:2,7 13:1
noticed 48:4
notices 16:9
notwithsta... 45:13
number 6:6 21:19 24:8 32:18 40:19 48:1 53:23 54:19 57:1 57:18 82:3 82:4 87:15
numerous 54:6
nurture 67:15

42:19 63:23 64:3 88:6 88:15

O

O 46:17 97:2 97:2
o'clock 6:1 95:5
O-e-s-t-e-r-... 78:3
objections 85:6
observations 25:3
observed 29:17
occasions 64:11
occurred 64:19 95:6
occurs 7:13
OCHENK... 5:17 97:4
October 71:24
Oesterreic... 8:11 78:2,2 78:8,10,12 80:4
offered 26:18 27:1 29:7 78:17
office 7:15 24:10 48:7 48:13
officer 6:5 5:7,8 6:4,7 9:17 10:6 14:9,14,18 23:1,6 31:23 32:8 38:1,5 45:24 47:11 70:3 78:5
Officer's 14:3
officials 83:23 84:3 84:11,22 85:5
oh 50:8,19 54:13 71:9 71:10 81:15 90:14 91:8 93:13
okay 8:14 9:21 43:3,8 46:9 48:3,5 51:24 54:21 54:21 58:21 60:14 61:5 61:14 65:19 66:1 71:6 71:17 78:9 78:11 80:7 81:3,6 87:2 87:3 90:14 90:17 91:2 91:3,8 94:12 95:3
old 50:22 61:17
oldest 52:8
Once 50:3 61:19
ongoing 43:17
online 75:17 88:5
open 9:4 39:10 50:8 56:3 57:3,3 58:1 66:8 95:12
opening 95:11
openly 66:7
operated 40:23
opinion 12:24
opportuniti... 31:17
opportunity 6:21,23 37:23 39:1 46:2 70:15
opposed 6:20
opposition 49:10
optimism 73:16
order 7:10
orderly 6:9 7:2 37:10
organization 33:7 76:15 77:10,11 91:17
organized 89:23 90:1 90:2,3,4,6,7 90:8,22 91:13
oriented 68:11 69:12
Osterikcer 77:23
outcome 15:7 72:21,24
outcomes 12:9 25:18 27:12 31:9 35:19 46:3 75:19
outlined 82:18
outlines 45:9
outpaced 69:18,20
outset 95:4
outside 37:16 93:9,18 94:2,13
overall 63:1,2
oversee 13:16
oversight 13:20 23:24 24:4 25:16 27:11

P

p.m 5:11 6:1 5:23 6:1 7:11,12 9:4 9:11 95:6,9 95:12
pace 21:20 22:1,3,5,13 30:21
PAGE 7:9 8:18 10:9
paper 75:14
parent 49:21 51:20 65:8 83:19 92:11 93:22
Parent/LSC 7:21
Parent/Tea... 7:18
parents 5:13 5:20 11:3,7 27:17 49:2 54:7 58:21 60:1 66:12 66:13,14 75:18 76:11 77:16 85:5 86:13
part 9:6 38:17 40:17 45:3 80:10
partially 90:5 90:7,8,16 90:19 91:5
participants 27:15
participated 39:15 89:18
participating 30:16
participation 21:5
partners 33:9
partnership 43:18 45:8 73:10
partnerships 26:16 37:16
pathology/... 24:15
pattern 76:5 76:7
penalizing 47:13
people 6:10 8:4 60:18 76:17 77:9 84:11,21,21 84:24 85:4
percent 15:17 15:23,24 16:2,3,5 17:8,9,9,10 17:11,12,13 17:14,15,16 17:17,18,19 18:13,14,14 18:23 19:4 19:5,6 20:20,21 22:1 34:14 34:17,19,22 34:24 35:3 35:6,8 41:16,16,17 42:5,5,6,20 42:24 44:8 44:8,9,10 44:13 46:15 46:16 56:13 56:19,19,20 56:20,21,21 63:6 67:3 68:13,14,15 68:16,24 69:14,15,16 69:17 80:15 80:16,16,18 80:20,22 81:1,5,8,8,9 81:19,20,21 82:4 83:5,6 83:7 87:13 87:16,19,24 88:12
percentage 18:2,3,5,7,9 18:11,15,17 18:19,20 19:7,9,11 19:12,17,18 19:20,21,24 20:1,3,5,10 20:11,13,14 34:8 35:14 46:12,16 88:14,15
percentile 22:17,18
perform 67:4
performance 6:13 11:14 13:14,17,18 13:21,23 15:3,6,11 15:20 16:9 17:14,17,20 17:21,22 18:22 19:14 20:17,23 21:4,11

22:21,21,22 24:20,22 25:2 27:6 27:22 30:4 30:24 34:10 35:11,19,24 41:1 43:15 43:24 44:22
performed 59:4
performing 17:3 33:21 37:3
period 70:11 80:20
permission 13:4
persistent 17:24
persistently 34:1
person 9:8 95:5,10,14
personnel 31:6
persons 5:11 6:6 9:4
perspective 41:24
petition 45:23 54:5 54:6,6
petitioning 53:19
petitions 11:7
phone 30:17 52:6
phones 6:17 33:3
phonetic 69:5 77:23 91:23
photograp... 58:19 95:15
physical 68:3
pick 69:9
picked 50:19
pictures 58:20
place 45:4 79:23
placed 11:22 15:1,18
places 43:10 44:1
placing 14:12
plan 12:3 25:7,20,24 27:13,14,24 28:15 30:11 35:18 37:6 37:20 45:10 73:19
Plans 25:7
please 6:17 8:6,18,20 9:15 13:8 23:5,11,13 32:6 33:3 38:12 39:5 48:10 54:13 54:16,18,19 54:20 62:4 70:20 71:11 80:6 83:13 84:4,5 86:7 93:24
plus 51:9,11
po 76:14
podcasts 64:6
point 15:9 22:15 41:16 41:16 60:16 81:15
points 15:9 15:15,16,17 15:23 16:1 16:2,3,5 18:2,3,6,7 18:16,17,19 18:20 19:7 19:9,11,12 19:17,18,20 19:21,24 20:1,3,5,10 20:11,13,14 43:24 48:20 48:21 56:22 63:24 67:23 74:13
policies 11:13 13:19 14:23 37:9
policy 6:13 10:24 13:15 13:17,18,21 15:3,4,5,20 16:6,10 17:21 18:22 20:17,23 22:21 25:2
political 69:23
politically 76:14
politicians 77:8
Pope 8:10 60:23,24 71:20 75:23 75:24 83:8 94:23
Porter 50:21
position 13:20 39:17 44:2 45:19 45:19
positions 24:8
positive 21:19,22 30:2 34:2 37:14,15 58:3 64:20 75:19
possible 6:10
post 46:21
posted 79:14
poverty 66:13
PowerPoint 14:1 34:5
powers 11:11
practice 5:4
practices 29:10
pray 47:11
predetermi... 82:16
predict 79:20
predictor 73:23
Preparatory 32:21
prepare 8:23 28:23
prepared 47:2 56:9 56:14 73:22
preparing 58:12
pres 41:24
present 6:24 7:16 8:15 13:22 39:5 40:14,20 44:13 46:5
presentation 11:1 10:9 11:21 12:7 12:19 14:1 34:5 38:6 40:1
presented 10:23 11:7 11:19,22 39:16,16 45:15 46:24 49:7
presently 43:24 74:12
President 88:22
pressures 69:24
pretty 75:12 79:2
previous 63:17 70:21 73:4
primarily 7:10
primary 71:23 84:20
principal 6:20 5:14 5:20 7:20 12:18 16:11 26:22 27:3 27:6,7,18 29:10,16,17 30:6,10 32:11,20,20 32:20,22 41:1,3 59:21,21 73:1,4 74:9 79:10 85:24 86:14 87:8 93:23
principals 27:2,3 29:8 29:9 30:5 61:20 62:18 76:8,24
principle 84:20
prior 16:6 21:3,11 25:19 31:12 35:2 40:15 45:13 47:14 63:11 78:14 78:23 92:21
priorities 27:23 28:1 28:15 41:23 42:17 43:21
priority 27:24 41:10 41:14 42:1
private 5:4
probation 11:12,14,22 13:17 14:13 15:1,18 16:8 22:20 24:18 25:16 55:13
problem 55:8 69:2 85:22
problems 50:1 67:6
procedures 6:3 8:22 11:16
proceed 13:13 33:4 43:9 54:22 58:23 80:7 87:2 89:5 91:4
proceedings 5:13,1 6:8 95:24 97:7 97:9,12
process 33:19 65:13 79:17 80:1 82:8 87:5
produced 31:13 34:12
professional 24:6 25:13 26:18,20,23

27:1 29:8 29:13 30:1 30:9 36:22 43:18
professiona... 39:9
profile 41:3
program 21:6,7 25:13 36:5 78:16,20,21
programm... 25:13
programs 36:19 63:12
progress 11:23 14:21 22:23 25:4 27:9 30:7 48:22 49:4 57:4
promulgated 8:22
proof 70:9
Proposal 5:16 10:6 10:10,17,22 11:19 13:6 14:8 23:8 32:2 37:22 38:7
proposed 5:6 6:4 11:17 14:3 31:3 38:22 40:8 47:8 69:18
proposing 7:7
provements 45:3
proven 33:11 57:5
proverbial 67:9
provide 23:23 29:21 31:16 37:17 73:4
provided 6:2 12:4 13:2 25:16 26:2 26:7,19,21 26:22,24 28:2 29:4 29:12,15,24 30:14,19 63:4
provider 33:11
providing 26:12 27:11
Provisions 11:11
psychologist 73:11
public 5:5,19 10:7 5:7,11 5:16 6:3,13 6:21 8:21 8:24 10:7 10:19 11:17 13:15 23:22 24:9 32:10 32:15 33:13 38:19 39:10 40:2 78:18 89:17 97:19
published 39:13
pull 60:12 84:6
purpose 5:10
pursuant 5:17,22 6:2 8:21
push 84:6
put 6:17 59:7

Q

qualified 63:13
qualitative 40:21
qualitive 40:21
qualityscho... 95:18
qualityscho... 9:9,10
qualityscho... 9:20,23
qualityscho... 95:17
quantitative 40:20
quarterly 29:24
question 8:5 8:7 57:6 70:24 94:6
questionable 82:11
questions 6:23 7:1 23:4 31:21 38:4,8 89:20
quickly 31:1 56:10

R

R-o-b-e-r-t 62:11
R-y-a-n 13:12
race 21:5
ranked 88:9
rapid 21:13
rate 20:18,18 24:23 39:13 39:18 41:4 44:7,9 81:18
rated 75:2
rates 30:12 30:15 55:12 56:13
rating 15:6,9 15:18
reach 7:12
read 50:6 56:1
readiness 28:24 29:3
reading 17:7 17:10 19:16 19:20 22:7 22:13,15 36:14 41:14 41:18,19 43:7 48:19 48:20 50:1 50:5 51:8 56:15,18 60:16 64:23 80:15 82:13 87:14,17,21 87:23 88:3 88:11,13,15
reads 50:22 50:23 51:11
ready 36:7 52:11 56:14 57:16 73:22 89:22 90:18
real 58:12
realize 43:14
realized 41:16 42:5
really 57:6 71:15 82:9 82:9 95:16
reason 17:1
reasonably 8:18
reasons 55:5
reassuring 73:16
rec 6:22
receive 5:11 7:6 12:20 15:16 49:8 64:9 66:7
received 10:14 11:3 11:11 9:1 12:13,15,22 14:7 15:10 15:22,24 16:1,3,4,12 39:13 48:2 54:2,11 97:12
receives 15:5
recommend 45:17 47:18
recommen... 6:22 8:24 9:12 14:4 40:12 45:11
recommen... 39:2 40:8 44:3 45:24
recommen... 31:2
reconstitute 5:16 7:8 10:7 14:19
reconstituted 14:4 49:6
reconstituti... 5:6 10:10 12:8 48:16 49:11
reconstituti... 6:4 11:17
record 5:24 8:4,7 9:3,6 9:20 10:14 12:11,14,23 13:9 23:12 32:6 38:12 47:23 48:8 49:15 54:3 54:4,14,16 54:17,18 67:2 95:12
recorded 57:4
recruit 36:8
reduced 21:4
refer 10:10
reference 22:15
referring 47:24
refers 16:19
reflect 5:24 6:15 47:23
reflected 79:11
reflective 45:16
reflects 42:20 67:17
regarding 6:22 29:13 29:16 30:2
regression 21:2
reimposed 47:9
reiterate 6:24 95:11
rejected 66:17,20,22
related 37:12 64:11
relates 46:5
relationship 62:7
relationships 37:15
relevant

39:24
remain 9:3 74:14
remained 64:2
remaining 33:17
remediation 11:12,14 13:17
removed 6:16 15:2 40:7 67:24
rep 92:11
report 5:13 9:12,13 28:11 50:15 52:12
reported 21:17 97:8
reporter 5:17 8:2 13:10 49:16 97:6 97:18
reporting 97:6
Reports 26:4
representat... 7:12 8:24 9:15 13:5 23:7 31:24 44:13 47:1 48:6,12 76:21
representat... 5:12,14 7:6 27:20 39:17
represented 41:18 42:7
representing 48:10
request 8:1 12:10
required 13:1 24:20
requireme... 28:24
requisite 47:17
Research 89:10,11
resident 8:22 89:8
respect 6:12 7:3,4 14:11 66:24
respectfully 45:23 47:19
respond 67:1
response 8:11 39:14 73:18
responsibil... 74:4
responsible 6:5 24:3 37:13
rest 22:24 51:2,12 58:8
result 17:6 31:9 44:15 44:17 69:12
results 16:13 31:14 34:13 68:10 79:11 79:13 87:18 88:9
retain 36:8
retained 5:8
retrieved 68:4
returned 44:23
returning 88:8
revealed 44:16
review 25:6
reviewed 12:24 28:7 48:17 49:7 68:7
revolving 63:13
rid 57:10
right 8:3 47:22 54:2 55:23 59:23 60:12 61:5 71:6,13 72:2,8,11 75:11 83:24 88:19 91:2
rigorous 28:23 35:20 36:5
rise 66:21 86:10
risen 44:11
road 38:20 72:3 93:20
ROBBIN 5:17 97:4
Robert 8:4 62:10,11,13
role 59:3
room 6:14 7:3 50:8 58:19 86:2
rooms 86:5
Roosevelt 38:20 66:2 72:6 93:20
round 37:4 95:19
Ruchi 6:24
rules 6:11 7:5 59:17
running 67:8
Ryan 6:12 11:20 13:5 13:11 24:21

S

S 10:4
S-a-r-v 92:4
S-t-e-p-h-a... 86:19
Safe 37:10
sake 92:23
Sarvitte 8:23 91:22 92:2 92:4
satis 75:5
satisfaction 75:4,5,6
satisfactory 31:14
save 61:18 80:11
saying 47:17 76:16,18
says 95:9 97:5
scaffolding 70:1
scalpel 70:2
Scantron 41:8
scheduled 5:23
school 5:7 6:17,20 8:9 10:19,22 11:1,6 5:13 5:14,17,18 5:21 6:4 7:8 7:20 10:8 10:23 11:3 11:4,8,9,11 11:14,15 12:18,20 13:19,24 14:5,20,20 14:24 15:3 15:5,21,22 15:24 16:1 16:2,4,9,10 16:15,21 19:2 20:20 20:24 21:10 21:20,23,24 22:3,5,19 22:21,23 23:21 24:7 24:19,22 25:6,19,20 25:24 26:1 26:9,9,19 26:20 27:10 27:15,18,19 28:4,6 29:1 29:5,11 30:11,15,16 30:21 31:5 31:6 32:11 32:14,16,21 33:24 34:2 34:10,14,19 34:24 35:5 36:9 37:5,6 37:10,19,23 38:14,17,19 38:20,23,24 39:1,3,6,7,8 39:21 40:2 40:8,10,11 40:15,18,19 40:23 41:22 42:4,14,16 44:1,15,20 45:2,12,18 46:14,21 47:9,20,24 48:14,16 49:11,17 50:9,10,13 50:17,21,24 51:6 52:3,4 52:18 53:16 53:20,23 54:3,8 55:4 55:6,8,10 55:21 56:9 56:23,23 57:8,9,12 57:15 58:11 59:15,17,18 60:1,15,20 60:22 61:24 62:14,14,17 62:23 63:1 63:5,7 64:13,15,21 65:10,13 67:19,23 68:9,13 69:10,14,17 69:19,19,19 70:4,11 71:3,22 72:15,17,19 72:22,23 74:1,3,7,22 75:1,2,8,15 75:16 76:22 77:14,15,15 77:18 78:6 78:9,10,13 78:14 79:5 79:22 80:15 83:5,6,8,9 83:20,22 85:10,11,11 85:16,20 86:11,22 87:6,7,9,12 87:19 88:8 88:9 89:11 89:18,19 91:15,16 92:5 93:12 93:14,18

14:15 15:10 16:7 18:24 21:18,24 35:10 55:15 63:9 89:20
schools 6:16 10:7 5:7 10:7 13:15 14:11,13 15:14,16 16:20,22,23 17:1,4,23 20:17 21:12 21:13 22:1 23:20,22,24 24:9,14,14 24:24 32:10 33:10,13,14 33:15,17,18 33:18,21,23 33:24 34:1 34:10 35:21 38:19 44:3 44:23,24,24 46:10,11,14 48:23 62:1 62:3,18,19 66:7,17,18 66:18 67:24 69:20 70:10 71:4,5 74:11 76:12 77:3 78:18 78:18 79:11 79:12,13 80:11,12 82:12,18,20 82:22 88:10 88:17 89:11 89:16,18,21 90:20 91:13 91:14
science 16:21 17:7,16 20:7,9,13 24:7,10,11 26:21,23 28:22 32:15 42:2,6,8 56:21 59:2 60:16
score 17:6 18:1,5,12 18:15,18 19:4,7,11 19:16,20,24 20:3,9,13 21:17,18 22:2,4,7,9 22:16,17 41:3 48:18
scores 15:8 20:7,16 21:12,13 48:18 51:10 55:13 56:18 56:19 59:13 61:8 79:7 87:24
SEABIT'S 73:9
seat 13:8
seated 8:2
second 22:17 26:15 28:19 29:12 33:1 35:10,24 47:20 52:16 54:16 58:18 79:13,23 80:6,19 89:3
seconds 71:14
secret 66:19
Section 14:5 14:9,17
secured 26:15
see 15:20 17:5 19:1 21:9 33:2 34:12 35:13 37:19 55:20 56:5,17 59:19 60:5 62:2 67:12 69:17,20 72:4 79:6 79:22
seeing 58:16 59:2
seen 50:15 59:4 79:4
selected 78:21
selective 17:1 66:17 74:5
self-evaluat... 27:21
self-manag... 37:12
send 60:23,23
sending 60:24 74:6
sense 47:7 79:24 91:15
sent 16:11
separate 15:14
series 54:9
serious 77:1
serve 5:8 37:23
served 5:19 24:11 32:18
service 66:10 66:23 67:10
services 36:13
sessions 26:13,18,20 26:23 27:2 27:6 29:8 29:13,21 30:5,10 64:11,16,19
set 7:5 27:3 27:22 28:14 29:9 43:21 67:4
setting 14:24
settings 33:16
seven 29:21 33:14 64:10 69:20
seventh 9:8 30:9 36:19 63:23 95:14
share 55:20 80:13
sheet 75:14
Sherman 89:22
short 87:24
shorthand 5:17 97:5,8 97:18
shortly 88:7
show 17:3,20 58:4 69:22
showed 74:1 79:10
showing 20:8 55:16 88:2
shown 14:2 33:20 34:6 48:22 61:11 76:10
shows 16:13 89:11
sic 40:14 41:6 41:13 45:17 65:4 70:16 84:9 91:21
side 60:20
sign 7:2 8:9
signatures 11:8 53:18 54:6
signed 7:9,10 7:11,14 95:5,10
significant 81:10 82:2
silent 94:24
similar 21:1 21:21 22:3 22:6
simultaneo... 8:5 95:8
Sinai 73:12
sincerely 95:17
singularly 41:13
SIPAAA 25:21,22 26:2,3,4
sir 7:19 13:13 39:19 68:21
sister 44:3
sit 70:22 93:19
sits 48:14
Situations 21:6
six 7:22 16:8 24:18 26:18 27:17 35:11 48:3 50:16 50:22 63:24 67:19 70:17 76:6
six-year-old 49:24
sixth 30:4 36:15 60:13 75:17
size 68:2
skills 36:6,11 37:12 57:2 73:15,16
skipped 90:15
slide 16:13 34:8 35:10 79:10,11
slides 17:20 17:22
slow 21:14 65:23,24
slower 22:5 81:2
snapshot 66:16
soaring 59:8
social-emot... 37:8 73:13
solely 6:5
solid 45:6
solution 82:16
somebody 72:5
son 49:23 50:3 51:8 52:8,8,11 93:4
sorry 74:18 74:23,24 80:19 81:2 81:13,15 83:6 87:12
sound 57:17
south 5:21 65:15
space 39:10 39:21 40:3 40:4
span 40:14
Spanish 7:1 8:12,13,13

Spanish-sp... 8:10
speak 6:6 7:9 7:14,23 8:16 84:4,5 86:20 92:1 95:5,10
speaker 7:24
speakers 7:8 8:17 91:21
speaking 8:4 8:6 52:23 52:23 74:3 85:6
special 36:11
Specialty 5:7 5:17 10:8 13:24
specific 13:23 71:3
specifically 5:12 10:24 14:17 15:2 33:16
speech 24:15 76:1,3
spell 8:19 13:9 23:12 32:6 38:12 48:8 49:15 50:23 80:9
spelled 83:21 86:18
spend 39:20
spite 58:4 68:1,2 82:7
spokesman 63:4
spring 87:13 87:15,18
sprint 67:9
SS 97:1
stability 77:20
staff 5:14,20 11:4,8 25:8 36:9,16 40:17,22 44:6 45:20 46:1,22 47:12,15 51:1,3,7,12 52:11,15 55:9 57:9 61:7,9,15 61:18 62:5 63:2 64:21 70:14 75:18 76:11,22 79:21 86:23 87:22 88:18 88:22 93:23 94:17
staffed 31:6
stagnated 79:2
stakeholders 25:23 27:17 53:19
stand 57:13 57:13 92:12 94:19
standard 21:17,23
Standardiz... 21:16
standardized 15:7,11 20:16 21:15
standards 16:14 17:11 18:10,11,23 24:20 26:14 28:17 29:14 29:23 34:9 34:15,18,20 34:23 35:1 35:4,7,9 36:5 41:15 41:18 42:4 42:7 46:13 46:17 48:19 64:12 87:20
standing 91:18
stands 49:1 49:10
start 78:16 78:17 79:18 89:3
started 52:1 73:3
starting 82:2
state 5:19 8:19,20,21 13:9,18 15:13 17:11 18:10,11,23 22:20 23:12 26:14 28:17 29:14,23 32:6 34:9 34:15,17,20 34:22 35:1 35:4,6,9 36:4 38:12 38:13 41:15 42:3 48:8,9 48:18 49:15 68:15,24 69:16 84:1 87:20 97:1
stated 63:6 64:10
statement 11:20 12:1 12:6 13:6,7 23:2,8,9 31:19 32:1 32:3 38:2 85:1 95:12
statements 10:22,24
States 84:8 84:19
statewide 85:6
statistics 79:6 79:9 80:13
status 15:2 16:7,10 21:7,8 44:2 87:6
statute 14:6
stay 36:18 57:2,3 60:4
steady 68:5 69:22 82:8
Stephanie 8:20 86:16 86:18
stick 86:1
stop 8:6 90:11,11
stopped 95:16
strategic 27:14,22 28:1,14
strategies 27:8 30:7 33:21 34:7 36:23
Strategist 28:2
strategy 28:21
Street 5:23
strengthen 28:16
strict 59:17
strike 54:13
striving 59:9
strong 44:16 44:17 75:20 89:11
structure 15:19
student 8:1,2 8:3 15:7,8 20:23 21:10 24:20 25:4 25:18 27:7 27:8,12 28:9,22 29:3 30:6,7 30:11,12,15 30:20,20 31:12,15 33:12,22 34:1,3,4 36:21 41:8 41:10 43:15 44:14 54:12 54:15,19,20 54:23 55:9 55:12 56:12 57:18,19,23 58:24 60:10 60:13,15 61:4,6 67:3 67:11 68:9 70:6 74:6 81:24 87:23 89:15 92:16 92:17
student-level 21:3
students 11:9 11:3 15:13 17:10 18:10 18:11,23 19:1 21:1,6 21:20,21,24 22:2,4,5,6 22:12 24:23 27:22 28:23 30:3,18,22 31:4,16 34:9,15,17 34:20,22,24 35:3,6,8,14 36:6,14,16 36:19,24 37:5,7,17 42:6,21 43:23 44:7 46:12,15,16 49:1,9 52:20 53:17 54:8,9 55:6 56:5,9,10 56:24 57:1 57:4 59:23 60:15 61:2 61:6,7 63:2 63:6,11,19 63:22 64:5 65:2,12,14 65:15,24 66:6,7,8,8 66:11,17,19 66:21,23 67:5,8,15 67:15,16,18 67:21 68:2 69:10,24 70:13 73:14 73:17,21,24 74:4 75:17 76:11 77:16 79:1 81:22 81:24 83:3 83:8 86:10 86:22 87:13 87:16,20 88:2,6,12 88:14,15,19 89:17
stuff 90:10
sub-region 68:14 69:15
subject 15:1 22:22 24:23

subjects 19:15
submissions 95:13
submit 8:23 9:4 72:16
submitted 8:15 9:7,11 10:16 47:19
substantial 70:8
substitute 50:17
subtract 56:1
success 34:6 57:4,11 62:24 72:3
sufficient 22:23 89:21
Suite 5:21
summary 8:24 41:3
Summers 32:21
support 10:16 11:19 12:5 13:6 14:7 23:8 23:23 24:3 25:24 26:11 27:15 28:3 29:16 30:14 31:6 32:1 36:14 38:6 40:22 49:1 49:8 73:5
supported 25:11 39:17
supporting 11:21 12:2
supportive 89:14
supports 25:14 26:7
29:4 30:3 30:19 31:13 37:17
surpassed 88:15
survey 44:16 44:17 72:19 74:22 75:2 75:16,16 89:19
Suvett 91:23 91:24
sworn 97:4
system 15:9 24:9
systems 36:1 36:15

T

T 7:11 10:4
T-e-r-t-i-a 69:6
T-period 38:15
T-y-j-u-a-n 48:11
tab 11:2,6,10 11:13,16,18 11:19 12:1 12:6,24 13:7 23:10 28:12 32:4 54:9
Tabs 26:5
take 14:10,14 43:11 53:4 57:15 58:20 70:10 75:12 77:1,14 83:10,11 94:13
taken 5:15 45:4 75:17 89:23,24
90:1,2,4,5,6 90:7,8,23
takes 70:4 76:15
talk 60:12 85:2
talked 59:7
talking 8:8 39:20 65:21 65:22 71:2 71:3
targets 42:22 88:11,13,14 88:16
tasked 40:14
taught 56:4 56:10 58:2 58:4,6
taxpayer 77:12
teach 55:23 55:24,24 56:1 67:5,8 94:10
teacher 8:4,6 8:7,21 24:7 26:17 29:16 32:19 44:9 50:17,18 55:12 56:12 62:14,17 64:14 65:9 65:9 67:13 69:8 78:7 86:24 93:22 94:9
teachers 5:15 26:13,16 27:18 28:20 29:13,18,19 29:21 33:16 36:23 52:19 53:2,4 56:9 56:10 57:12 57:23 58:3 58:17 59:3 60:18 62:7 63:13,15 67:4,7,10 68:10 69:11 69:24 70:13 71:23 73:6 75:5 77:16 78:20 85:5 89:13,17
teaching 37:21 61:10 87:22 88:18
team 16:19 27:14,16,21 28:3 30:2 31:5
teams 35:21
teens 74:2
tell 39:19 49:17 54:21 60:11 65:24 68:17 76:21 92:12 93:13 94:2
telling 85:15 94:16
Temporary 21:6
ten 79:11 87:24 88:10 89:14
tender 53:10
tendered 10:15 12:18
term 16:19
terms 82:15 83:1
Tershia 69:5
Tertia 8:7 11:20 69:6
test 15:7,13 16:14 20:16 21:12,13 55:12 59:13 70:7,8 73:23,24,24 74:5 79:6 88:6
testified 24:21
testifying 76:12
testimony 16:24 31:7 71:1 76:20
testing 88:1
tests 15:12
thank 9:17 9:22 10:1 13:3 23:1,3 31:18,20 38:1,3,10 39:1 43:8 47:22 48:11 49:12,13 51:15,16,24 52:15,15 53:7,8,13 53:21 60:8 60:9,14 62:9 65:3 69:3,4,4 71:7 72:7 72:12 74:16 75:21 77:22 78:11 80:3 83:16 84:7 86:15 87:3 88:24 89:1 91:19,20 92:9 94:21 94:22 95:15 95:16,21
theorist 83:2
thing 57:11 59:16 78:5 79:8 81:17 86:8
things 57:24 58:2,3 61:10 79:15 93:10
think 53:9 55:5 76:1 77:1,13 79:15 82:9 85:9 86:8 86:24 91:12 95:1,2
third 27:1 28:22 29:15 36:3 54:8 65:9 81:11
tho 91:18
Thomas 5:7 11:1 5:17 10:8 12:18 13:24 38:23 38:24 39:3 39:7,8 40:18 44:23 45:12 46:4 46:14 47:9 47:20 53:16 62:15 65:9 86:21 87:5 87:11,12 94:20
thought 55:4
thousand 53:18
threaten 57:15
three 15:15 22:14 30:4 34:16 35:8 41:5,6,7 51:11 80:14 81:11,14,23 93:2

three-year 80:18,20 81:7
Thursday 5:10 40:6
time 8:8 10:13 12:10 15:11 17:21 17:24 31:18 36:20 37:5 39:20,23 45:20 47:10 47:16 49:4 50:13 51:13 52:3,4,4 64:17 65:19 69:1,4 70:4 70:5 71:10 77:20 80:17 81:23 85:2 85:2 91:22
Timekeeper 6:24 51:4 70:20 83:13 86:7 93:24
times 29:21 89:15
timing 64:4
today 7:10 10:5,9 13:22 32:14 39:5 50:21 57:24 58:11 87:18
Todd 70:3
told 55:14 59:6 71:12
tomorrow 9:4,11 95:13
tonight 86:20 92:12
tools 36:23
top 88:10
total 6:6 15:15,17
track 36:18 72:2
training 33:15 36:12 64:11
trains 74:15
transcribe 8:3
transcribed 97:9
transcript 75:10 97:10
Transform... 70:3
transformed 33:23
transparent 35:21
treated 58:5
tremendous 88:2
trend 79:6
trouble 52:3 52:9 78:24
truant 30:17
true 97:11
truth 55:16
try 71:15
trying 51:7 60:22 62:2 92:14 93:16 93:17
turn 6:17 33:3 39:3 45:11 47:18 52:18 55:18 57:6 62:2 70:4 79:24 82:1,18,21 85:9 91:15
turnaround 10:11 31:3 31:8,15 33:11,16,19 33:20 34:7 34:16,21 35:2,3,7 37:6,19 38:23 40:10 45:16,18 47:8,18 55:8 57:5 63:5 64:23 66:18 69:19 76:6,16
turnarounds 33:17 34:12
turned 31:2 40:9 61:19 72:3 78:19 79:17
turning 57:8 59:18 77:21 83:12,14
tutor 50:17
tutoring 36:13 56:15
two 7:15 8:4 22:14 26:23 33:18 39:15 40:1,23 45:5 49:22 50:8 51:20 51:20 56:17 57:5 62:21 64:23 67:20 68:6,7 70:11,17 71:23 76:2 76:9 87:24 90:20 91:21
two-year 27:14 70:11
Tyjuan 7:14 48:7,11
type 65:21

U

ultimately 67:15
underachie... 87:7
underempl... 66:13
underper 67:18
underperfo... 33:13 67:11 67:19,24 82:13 87:7
understand 47:6 55:3,5 83:22,23 84:2,10
understand... 93:7
unemployed 66:12
unexplaina... 69:23
unfair 79:18
uniform 59:17
union 5:15 76:21
united 84:1,8 84:19 92:22
units 21:17
unity 60:5
University 26:17 32:23 33:6,8 43:19,19,20 72:19 75:2 89:10
UNMARK... 11:15
unqualified 63:14
upheaval 79:22
upward 74:15
upwards 79:6
urban 32:16 36:24
urgency 47:7
urgent 30:23 31:11
use 35:24 54:19,20 55:22 93:19
uses 27:21
utilization 39:11,13,18 39:21 40:3 40:4

V

V-a-l-e-r-i-e 80:9
vaca 25:15
Valerie 8:13 11:22 80:5 80:8
valuable 59:15
value 57:24 58:9
value-added 20:22 21:15 22:7,9,16 22:17
variety 15:6
various 55:5
varying 41:7
verge 55:17
Verma 6:24
Veronica 91:22
vibrate 6:18
Victor 92:5
video 64:6
viewing 10:20
visited 26:12 29:20 40:3
Vivian 32:21
vocal 45:2
voice 44:15 72:19,22,23 74:21 75:1 75:16 84:11 84:23,23 85:3 89:19 89:19
volunteer 83:20

W

W 7:11
W-a-l-l-a-c-e 89:6
W-i-l-b-o-u... 89:7
W-o-l-f-e 53:15
W-period 38:15
W.T 10:24 7:22 38:11 38:15
walked 50:7
Wallace 8:22 89:2,6
walls 63:17 77:15
want 6:10 9:5 39:22 52:5 53:2,2 56:4 62:6 66:5 71:2,15,19 75:13 76:4 77:19 78:13 79:8 80:13 82:18,20 90:12 95:11
wanted 57:11

67:3
wants 55:18 72:5
Ward 48:13 48:15
wasn't 50:18 50:21
watch 57:14
way 24:5 32:18
ways 26:10 29:6 64:12
we'll 81:11 81:13,13 90:10
we're 39:20 59:19 61:21 79:16,17 80:17 83:5 86:10 93:9
we've 55:16 56:13 70:17 72:3
weak 89:16
website 64:8 68:4,18
weekend 43:17
welcome 37:23 75:22 78:12 80:4
welcoming 44:20
Weldon 6:20 32:11
well-organi... 44:18 72:18 75:3 91:9 91:10,11,16
went 50:10 56:21 90:16 92:16 93:21
west 38:20 60:20 65:16
66:2 93:19
Westingho... 74:6
whatnot 52:7
whichever 7:12 95:6
who've 76:10
Wilbourn 8:22 89:2,6 89:7 90:14 90:17,22 91:1,3,5,8
willing 56:4 94:1
winter 64:2,3 88:8
wisdom 76:23
wish 39:1
withal 45:17
witness 9:16 9:18 23:4,5 31:22
witnesses 10:10
Wolfe 7:23 11:7 53:9 53:11,14,14 53:24
wonder 82:24
wonderful 51:8 52:17 52:17 94:5 95:20
word 9:10 58:12 95:18
work 25:7,9 27:13 33:16 45:10 46:2 47:5,6,13 47:14,16 50:7 52:22 53:1 63:20
64:6 70:12 74:15
worked 62:16
working 64:8
worries 93:12
worry 70:6 70:10
worth 15:15 67:13
wouldn't 73:4
write 50:23 56:2
writing 50:1
written 11:8 8:24 9:5 10:21,24 11:18,20 12:1,6 54:9 55:1 95:13
wrong 50:19
Www.iirc 68:19

X

X 10:4

Y

Y-a-h-n-i-g 10:3
Yahnig 6:8 9:17,22,24 10:2,13 13:3 23:6 31:23 38:5
yeah 48:4 93:9
year 11:24 14:20 15:13 15:13,22,24 16:1,3,4,15 20:20 21:10 25:19 26:9 27:9,10 29:5 30:8 34:11,16,21 35:2,7,13 41:12,15,21 42:1,2,10 42:12,14,15 42:19,21 45:18 56:15 56:23 61:21 63:7 64:1 71:22 73:21 74:5 75:19 76:10,16 79:13,13,21 79:23 81:11 81:21 82:22 88:4 95:2
year's 63:23
yearly 35:14 35:16
years 11:15 15:21 16:6 16:9,10 22:14 24:6 24:19 25:12 30:20 35:11 40:15,19,23 45:5 49:22 50:22 56:17 57:5 59:12 62:16,21 64:23 67:19 67:21 68:6 68:7,9 70:17,17 76:9 78:4 78:14,22 80:14 81:11 81:14,23 87:24 91:14 92:21 93:22
Yep 78:12
yielded 91:21
Young 60:11
younger 58:14,24
Youth 73:11 73:11

Z

zero 19:4 21:16 22:2

0

0 68:15
0.1 20:11 69:16
0.4 20:10
0.5 22:10
0.7 22:10
084-002522 97:19

1

1 5:2 8:1 10:11,14 12:11,12 21:22 35:20 41:12 44:8 54:12,15,19 54:23 68:16 68:24
1.1 60:17
1.2 22:8
1.4 68:13 69:14
1.7 22:11,18
10 10:11
10:00 7:12 95:6
1000 66:3,4
105 5:18
11 23:10 29:12 80:16 81:1
11.5 19:18
11.7 18:3
12 10:14,22 11:3,15 19:22 26:5 27:17 81:8
125 5:21
13 11:15 26:6 46:13 48:2 52:11 62:16
13-year-old 49:23
13.7 20:14
14 15:14 28:13 69:20 70:10 93:22
14.7 18:20
15 32:4 41:16 41:16 62:17 78:18 79:12 80:15,20
15.3 20:1
15.8 19:6,12
16 33:17
17 46:11 74:12
18 33:17 81:19 82:4
18.9 18:14
19.1 19:20 20:13

2

2 5:10,21 7:5 8:2 10:22 12:20 41:21 44:1 48:1 54:20 56:22 57:18,19,23 58:24 62:19 74:13
2.1 22:16
2.11 22:9
2.3 22:8
2.5 18:15

2.6 19:7
20 88:16
2001 48:19
2005 92:21
2005-2006 18:3,6,16 18:20 19:8 19:12,18,21 20:1,4,11 20:14
2006 20:8 89:23
2007 35:13 89:24
2007-2008 15:22
2008 13:21 15:20
2008-2009 15:23
2009 32:22 73:3 87:13 90:4,5,6,23
2009-2010 16:1 22:8 22:10
2010 16:4 26:4 40:24 41:12 44:12 46:22 47:14 56:23 73:2 74:10 87:4 87:9,15 90:1 92:19
2010-2011 16:2 22:8 22:10
2011 11:15 19:22 20:8 25:10 41:12 41:21 42:13 44:12,14 62:15 63:7 74:10
2011-2012 16:4,15 17:5 18:4,8 18:12,18,21 19:3,10,13 19:19 20:2 20:6,12,15 20:20 22:9 22:11,16 26:9 34:11
2012 11:15 13:20 20:9 26:4 41:21 42:13,14 44:14 67:23 71:24 72:18 74:10,20 75:1 87:18 89:17 90:3 90:7,9
2012-2013 54:24 71:22
2012-214 28:12
2013 5:10,21 5:6 40:6 42:14 47:21 54:7 72:1 82:17
21 18:5 54:7 74:12
21.9 19:21
21st 40:6
22.4 18:6
226 63:24
23.4 20:3
232 63:24
240 44:11 56:24
25 24:6 33:14 79:12 93:22
25.4 20:4
260 44:12
2745 38:20
93:19
28 56:21 78:4
28.6 16:1
28th 48:13,15

3

3 8:3,16 11:6 5:6 15:18 15:21 42:14 53:23 54:3 54:10,20 60:10,13,15 61:4,6 62:19 74:13
30 46:10 71:14 83:6
300 66:3
31.7 48:20
32 42:5
32.2 42:5
325 86:12
34-8.3 14:5
35.7 15:23
375 86:12
38 7:11
39.9 48:20
390 44:12 57:1

4

4 10:1
4.2 18:13
40 56:19,20 83:5
40.5 16:4
400 86:10
41 34:24
42 15:16 65:16
42.1 34:14
42.5 87:15
42.8 34:19
42.9 16:3
4200 66:2
43 44:13
44.6 87:13
46 70:7
47 81:21
48 7:14 80:18 81:8
48.5 35:6
49 7:17

5

5 87:16
5.6 18:17
5.9 19:17
5/34-8.3(d)4 5:18
5:00 9:4,11 95:12
50 15:17 56:19,20
500 5:21
51 7:20
51.5 17:11 87:19
53 7:23 82:5
53.79 81:20
54 8:1 11:6 11:11 17:8
55.1 17:14
57 8:2
59 56:21
59.1 17:18
59.2 17:17

6

6.1 18:2
6.3 68:14 69:15
60 8:3 88:12
60608 38:21
62 8:4
63 17:12
64.8 42:20,24
65 8:5
65-72 11:18
65.7 17:9 34:17
68.3 42:23
69 8:7

7

70.1 35:8
70.2 34:22
70.4 17:15
70s 93:21
72 8:8
72.9 17:19
73.4 17:13
75 8:10 86:11
76.4 17:9
78 8:11
78.2 35:3

8

8 13:7
8.1 19:24
8.3 14:9,17
8.5 18:19 19:11
8:00 5:11 6:1 5:23 6:1
80 8:13 53:17
80-83 11:22
80.5 17:16
83 8:19
83rd 65:15 65:17,18
84 22:1
85 70:8
86 8:20
89 8:22

9

9 41:13,19 68:15 69:16
9.5 15:24
9.8 18:14
9:00 7:11 95:5
9:58 95:9
92 8:23
94.3 44:8
95.3 20:21
95.7 44:10
96 56:13 67:3
96.6 44:7 63:6
96.7 20:20
97 56:13
97.6 44:9

Toomey Reporting

205 W. Randolph St. • Suite #1230 • Chicago, IL 60606
Tel.: (312) 853-0648 • Fax: (312) 853-9705
E-mail: toomeyrep@sbcglobal.net

REPORT OF PROCEEDINGS OF 5-02-2013

PROPOSED RECONSTITUTION OF THOMAS CHALMERS SPECIALTY ELEMENTARY SCHOOL

EXHIBITS 2, 3 AND UNMARKED DOCUMENTS

Chicago Public Schools

Thomas Chalmers School

Local School Council

2745 West Roosevelt Road

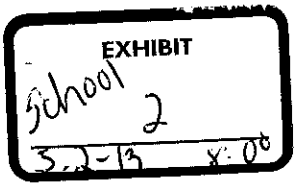
Chicago, Illinois 60608

RE: The Matter of the Proposed Turnaround of Thomas Chalmers School

We the members of the Thomas Chalmers School Local School Council wish to thank you for this opportunity to be heard on the matter of the CEO's recommended action to Turnaround Thomas Chalmers School to the Board of Education of the City of Chicago. Please know that, all that we present today is what we, the elected Local School Council at Thomas Chalmers School believe is in the best interest of the children in attendance at Thomas Chalmers School.

We fought long, hard and most professionally to "Keep Chalmers Open" under the Public Debate around Space Utilization. Chalmers' Administration filed an appeal to the Boards published utilization rate but, never received a response. (Exhibit A) Nonetheless, we participated in two community forums and presented to CPS representatives, data which supported our position that the Boards published utilization rate was inaccurate. (Exhibit B) Following our participation in the two public forums on initial school actions based on space utilization, we were visited by members of the Space Utilization Commission. We did not hear anything more on the matter until Thursday, March 21, 2013 where we were informed that although Chalmers had been removed from the proposed school closure list, we had been recommended by the CEO to the Board to be a Turnaround school. Our entire school community was completely befuddled by this recommendation.

We are aware that agents of the CPS CEO are tasked to present data,encompassing a span of school years, inclusive of data from a prior Administration, with the intent to demonstrate chronic academic failure on the part of the current Faculty, Staff and Administration of Thomas Chalmers School over a number of school years. We are here to present quantitative and



qualitative evidence on the contrary, and in support of the current Faculty, Staff and Administration whom have operated for two complete school years.

In July 2010, we extended a 4 year Principal Performance Contract to our current Instructional Leader. (Exhibit C) His Principal Candidate Profile summary scores rate him amongst the best in CPS. (Exhibit D) Since his inception, we have had three different Area/Network Chiefs, and three different CPS CEOs, and three varying measures of student achievement, ISAT, Scantron and now NWEA. Each newly appointed Chief/CEO has had different priority goals and hence measures of student achievement.

Year 1, 2010-2011, Dr. Jennifer Cheatham AIO Area 9 singular Priority Goal was Reading Achievement and the Adoption of the Common Core State Standards. That year, we realized a 15% point improvement in the percent of children meeting/exceeding ISAT Reading Standards. This improvement represented the highest gain in Reading achievement in Area 9. (Exhibit E)

Year 2, 2011-2012 we are aligned to Mrs. Annette Gurley, Chief of Schools Austin North Lawndale Network who's Priorities were more global in perspective. That year one of many Priority goals was Science Achievement. That year in addition to being the only Early Adopter of the Common Core State Standards school in the Austin North Lawndale Network, we realized a 32.2% increase in the percent of students meeting/exceeding ISAT Science Standards. This improvement represented the highest gain in Science Achievement in the Austin North Lawndale Network. (Exhibit F)

Year 3, 2012-2013 this current school year, we now have Austin North Lawndale Interim Chief of Schools Chandra James. Although her independent Priorities are not clear, the most recent Achievement data available to CPS and Austin North Lawndale is the Middle of the Year NWEA data. This data is reflective of 64.8% of Chalmers' students meeting/exceeding their Middle of the Year growth targets. This places Chalmers amongst the best in our ability to take children from wherever they are academically and move them forward in the Austin North Lawndale Network. (Exhibit G) We realize we must continue to work to improve upon our students Performance compared to national norms and we are committed to doing just that. Through ongoing **weekend** Professional Development in partnership with the University of Chicago, DePaul University and Loyola University. The aforementioned accomplishments are

evidence of the fact that when priorities are set, not only do we meet, we are capable of exceeding them, with the neighborhood students we are enrolling.

Presently, we are four (4) Performance Points away from becoming a Level 2 School. This places us in the best position in attaining that status amongst the five sister schools the CEO has recommended for the same action. (Exhibit H)

Other measures of improvement under the current Faculty, Staff and Administration are as follows;

A. Our Student Attendance rate is 96.6% compared to CPS 94.3%. (Exhibit I)
B. Our Teacher Attendance rate is 97.6% compared to CPS 95.7%
C. Our enrollment has risen from 240 in the Fall 2010 to 260 in Fall 2011, to nearly 390 present, representative of a 43% increase in student enrollment from 2011 to 2012.
D. The results of the My Voice, My School Survey revealed that we were strong or very strong in each measured area. The survey result indicated that we are Well-Organized for Improvement. (Exhibit J)

We have been a welcoming school as evidenced by the drastic increase in our enrollment and our ability to make incremental increases in performance metrics. Many families have returned to Thomas Chalmers School from other nearby schools including schools managed by AUSL because this school community has been vocal and a collaborative part of the improvements that have taken place since the arrival of this current Administration. Over the past two years, we have established a solid foundation in Achievement, Attendance, Enrollment, Climate, Culture and Community Partnerships upon which to accelerate our improvement initiatives as outlined in our Continuous Improvement Work Plan. (Exhibit K)

Whereas the CEO's recommendation to Turnaround Thomas Chalmers School under the management of AUSL is concerned, notwithstanding data prior to the installation of the current Administration, the empirical evidence we have presented is in fact reflective of a Turnaround. The CEO has the wherewithal to recommend a Turnaround action in any given school year. It is our position that we be afforded more time with the current Faculty, Staff and Administration to build upon the foundation which has already been established.

We respectfully petition the Independent Hearing Officer to disagree with the recommended action and afford this current Faculty, Staff and Administration the opportunity to continue its work toward improving the Achievement outcomes at Thomas Chalmers. Further, we present the following as it relates to AUSL:

1. AUSL presently has a saturated and unbalanced representation in the Douglass Park neighborhood of North Lawndale as evidenced by maps depicting AUSL managed schools. (Exhibit L)
2. As evidenced in AUSLs own Reports, Chalmers has out performed (based upon growth of incoming students) many AUSL managed schools to wit Bethune School which recruits from the same population of students that Thomas Chalmers School serves.(Exhibit M) Bethune composite Reading, Math and Science for 2012 is 48.4%, Chalmers composite is 54%. (Exhibit N)

In conclusion, of 30 schools in the Austin North Lawndale Network, 17 schools experienced a LOSS in the Composite percentage of students Meeting/Exceeding ISAT Standards. 13 Austin North Lawndale schools experienced Gains. Thomas Chalmers School experienced GAINS in both the percent of students who MET and the percent of students who EXCEEDED ISAT Standards. (Exhibit O) Nonetheless, we get it, we must accelerate the closure of the achievement gap between Chalmers, the Austin North Lawndale Network and the District. Considering where the school has come from post Fall 2010, under the current Faculty, Staff and Administration, much of the heavy lifting has already been accomplished. The data we have presented is representative of a foundation of achievement upon which we are prepared to catapult further achievement initiatives. If allowed to continue the work that we have begun, we clearly understand that, going forward, we must work with a greater sense of urgency.

This proposed Turnaround action may be re-imposed upon Thomas Chalmers School at the discretion of the CEO at any time. We pray that this Hearing Officer hold the current Faculty, Staff and Administration accountable for the work they have accomplished, not penalize them for work prior to Fall 2010 under a former administration and allow this current Faculty, Staff

and Administration more time to demonstrate its ability to do the work requisite in closing the achievement gaps by SAYING NO TO THE RECOMMENDED TURNAROUND ACTION.

Respectfully Submitted,

Members of the Thomas Chalmers Local School Council this 2nd Day of May, 2013:

Table of Contents

Exhibit A.....Space Utilization Appeal Correspondence

Exhibit B.....Utilization Commission Talking Points

Exhibit C.....Dr. Nolen's 4 year Principal Performance Contract

Exhibit D.....Dr. Nolen's Principal Candidate Profile

Exhibit E.....Chalmers Reading and Math ISAT Performance 2006-2012

Exhibit F.....Chalmers 2012 ISAT Science Achievement

Exhibit G.....NWEA Middle of the Year Growth Targets

Exhibit H.....CPS Performance Policy Reports on 2013 Schools Recommended for Turnaround Action

Exhibit I.....Chalmers Attendance Recognition

Exhibit J.....Chalmers My School, My Voice Survey Results

Exhibit K.....Chalmers Continuous Improvement Work Plan

Exhibit L.....Map of AUSL's Douglas Park Saturation

Exhibit M.....AUSL Progress Report Comparing Bethune to Chalmers

Exhibit N.....Austin North Lawndale Network 2012 ISAT Composite Comparisons

Exhibit O.....Chalmers Gains 2012 ISAT Meet and Exceeds Compared to Austin North Lawndale Network

CHICAGO PUBLIC SCHOOLS CPS

Nolen, Kent - knolen@cps.edu

Space Utilization Appeal for Thomas Chlamers School

3 messages

Nolen, Kent <knolen@cps.edu> Mon, Jan 7, 2013 at 11:15 AM
To: Adam Anderson <aanderson80@cps.edu>
Cc: Robert Boik <rboik@cps.edu>, Chandra James <cmjames2@cps.edu>, Bobbie Banks <bjbanks4@cps.edu>

Hello Adam:

The purpose of this correspondence is to request an appeal to the 53% space utilization rate published for Thomas Chalmers School, Oracle Unit #22671. I do not believe the published utilization rate for Chalmers takes into consideration the space currently utilized on the 2nd Floor North East wing of our building. Over the past two school years, Chalmers has worked in partnership with the Chicago Public Schools Alternative Schools Network in sharing classroom space for CPS students grades 9 through 12 assigned to the Cook County Juvenile Detention Facility, and are on Court Order to attend a High School Transition Program located within our building.

I am requesting that you or your agent visit with us to reassess our space utilization as quickly as possible. Please feel free to contact me via return email or my direct cellular, (773)895-1206.

Thank you, in advance, for your consideration.

Dr. Kent Nolen
Principal
Thomas Chalmers School

Nolen, Kent <knolen@cps.edu> Mon, Jan 7, 2013 at 3:49 PM
To: Patrick Payne <ppayne4@cps.edu>

[Quoted text hidden]

Anderson, Adam <aanderson80@cps.edu> Mon, Jan 7, 2013 at 8:44 PM
To: "Nolen, Kent" <knolen@cps.edu>
Cc: Robert Boik <rboik@cps.edu>, Chandra James <cmjames2@cps.edu>, Bobbie Banks <bjbanks4@cps.edu>, David Favaro <dffavaro@cps.edu>

Principal Nolan,

Thank you for your note. Our Facilities team manages the classroom count and what is allocated to schools and programs. I am copying my colleague David Favaro who will follow up and confirm.

Best,
Adam

[Quoted text hidden]

--

Adam Anderson
Chicago Public Schools | Officer, Portfolio Planning and Strategy
p: 773.553.1512 | e: aanderson80@cps.edu

Austin-North Lawndale Network

Community Utilization Engagement Meetings

The Friendship Baptist Church
Pastor Reginald E. Bachus
5200 West Jackson Boulevard
Chicago, Illinois 60644

Thursday, January 31, 2013
Time: 7:00 pm-9:00 pm

Greater Galilee Baptist Church
Reverend Steve Spillerr, Sr.
1308 South Independence Boulevard
Chicago, Illinois 60623

Wednesday, February 13, 2013
Time: 7:00 pm-9:00 pm

"This phase will involve two meetings in each school Network and will give our parents and school communities the opportunity to provide feedback on their individual schools. The first series of meetings (beginning January 28) will include a presentation of high-level information and metrics on all schools at the network level. There will be breakout sessions designed for CPS to glean feedback from the community. Information gathered at these meetings will help CPS lead a more school-specific discussion at the second series of community meetings.

At the second series of meetings (beginning February 13), CPS will provide a list of schools network-by-network based on the Commission's recommendations as defined by CPS. This will allow parents and communities to provide feedback and input on schools that remain on the table in their neighborhoods."

CHICAGO PUBLIC SCHOOLS | CPS

Addressing the Utilization Crisis Facing CPS and Engaging Our Communities

CPS Faces a Severe Financial and Underutilization Crisis

- Chicago Public Schools is facing a $1 billion deficit next fiscal year, and our utilization crisis is stretching our limited resources much too thin. This is impacting our ability to give every child the well-rounded, high-quality education they deserve.

CPS Commits to Rigorous Community Engagement Process

- CPS CEO Barbara Byrd-Bennett is engaging parents and school communities at the front end of this discussion to get their feedback to better inform her of decisions she will have to make as part of this work.

Independent Commission on School Utilization Begins Work in December

- CEO Byrd-Bennett appointed the independent Commission on School Utilization to gather input about CPS' utilization crisis and get community feedback. They held 10 meetings and incorporated feedback from hundreds of community members into an interim report submitted to the CEO. She has accepted many of their recommendations, including removing Level 1 high performing schools and high schools from the table.

CEO Launches Phase II of Community Engagement in January

- A total of 28 community meetings are being held throughout the city, with two in every school Network. The first round of meetings will provide high-level information about schools in each Network and collect feedback from communities to share with the CEO. The second round of meetings will allow all communities to provide feedback on specific schools in their Network that remain on the table for consideration in addressing the District's utilization crisis.

Community Feedback Given to CEO to Better Inform Her Decisions in February

- CEO Byrd-Bennett will take into consideration all feedback provided by the community, as well as the Commission, when preparing recommendations to the Board around the final list of schools CPS will propose to help right-size our District. She will make those recommendations later in March.

Final List of Proposed Schools Submitted in March – New Round of Community Meetings Begins in April

- After the Board of Education receives CEO Byrd-Bennett's recommendations in March, CPS will host a total of three meetings for every school around specific plans for each child and family at each school beginning in April to inform them of options for next school year and get their feedback. These plans will include higher-performing options for every student and ensure a smooth, safe transition for every child at the start of school in the fall.

After Board Votes on Final List of Schools, Families to Receive Plans for Their Children Next Fall

- CPS has launched an extensive and thorough planning process to ensure that every child will have access to a higher performing school, a safe and smooth transition and a fresh start at their new school community in the fall.

CHICAGO PUBLIC SCHOOLS | CPS

Key Facts About School Utilization in CPS

- Over the last decade Chicago lost about 145,000 school-aged children
- Most of this population decline occurred on the South and West sides of the city, which have the greatest number of underutilized schools
- CPS currently serves 403,000 children but has space for 511,000
- About 50 percent of CPS schools are underutilized and nearly 140 are more than half-empty
- In the most underutilized parts of the city, 65 percent of enrollment drops at elementary schools are due to population decline
- Underutilized schools often do not have enough resources for the full academic programs and supports that are essential to student success in the classroom
- Underutilized schools are also more likely to have "split grade" classrooms, which can be an impediment to providing children with a higher quality education
- CPS is facing a $1 billion deficit next fiscal year, and underutilized schools are stretching our limited resources much too thin
- By right-sizing the District's footprint, we will be able to better redirect our limited resources and invest in programs that will give all of our children a more well-rounded, high-quality education that they deserve
- The kinds of investments we can make to support students and their learning include new technology, playgrounds, libraries, more nurses and counselors, and art and music programs
- To ensure that communities have the stability and peace of mind they deserve, CPS CEO Barbara Byrd-Bennett has committed to a five-year moratorium on closing CPS facilities starting in fall 2013, after we've developed and enacted a comprehensive plan to address our utilization crisis
- None of the schools closed as part of this process will reopen as a charter school or as another public school
- We cannot make these difficult decisions without the input and feedback of our parents and school communities. We need our communities to be active participants and to have their voices heard in this process

For more information, please visit www.cps.edu/qualityschools

Thomas Chalmers School

Utilization Commission Talking Points

- The 50% space utilization rate was appealed by our principal, Dr. Nolen to James Dispensa in CPS Office of Demographics and Planning. The original assessment did not take into account the following:

  a. We offer a Full-Day Kindergarten program not a Half-Day
  b. We have added two new homerooms, one in Primary, one in our Middle School
  c. In accordance with our Full-School Day Plan we have added Art and Music Classes
  d. The 2nd floor north wing of our building is occupied by Nancy B. Jefferson Alternative High School
  e. We have 3 Computer Laboratories, two Special Education classrooms, a Science Laboratory, a Library, a PE/Health classroom, and a Museum

- From 2011 to 2012, we have experienced a 45% increase in Student Enrollment growing from 260 last year to 390 presently.
- Our Student Attendance Rate is 96.6%(CPS, 94%), our Teacher Attendance Rate is over 97%(CPS, 95%)
- On the Spring 2011 ISAT, our children realized a 15% increase in the number of students meeting/exceeding ISAT Reading Standards which represented the highest gain in was then Area 9.
- On the Spring 2012 ISAT our children realized a 32.2% increase in the number of students meeting/exceeding ISAT Science standards which represents the highest achievement gain in Science in the Austin North Lawndale Network
- According to Takieya Renfro, a Leasing Agent at the Chicago Housing Authority Park Douglas Development, located adjacent to Chalmers, CHA has plans to further expand upon the 130 new units currently on line
- Our facility has had approximately $10 million in mechanical and capital improvements over the past 5 to 7 years
- According to our most recent My Voice, My School survey, we have Very Strong Leadership and we are "Well-Organized for Improvement"

09-0722-EX5 FINAL

UNIFORM PRINCIPAL'S PERFORMANCE CONTRACT

This Uniform Principal's Performance Contract ("Agreement") is made and entered this 28th day of June, 2009 by and between the Board of Education of the City of Chicago ("Board of Education"), the Local School Council at Chalmers School ("Local School Council") and Kent Nolen ("Principal"). This Agreement sets forth the rights and obligations of the parties with respect to the employment of the Principal at Chalmers ("the Attendance Center").

This Agreement is made pursuant to the provisions of the Illinois School Code, which are incorporated herein by this reference.

In consideration of the following promises, the parties agree as follows:

I. TERM

Principal is hereby employed by the Board of Education and agrees to serve for four years as the Principal at the Attendance Center commencing July 01, 2009 and ending June 30, 2014, unless this Agreement is terminated earlier as provided in Section V.

II. DUTIES OF PRINCIPAL

The Principal shall be the chief executive/operating officer of the Attendance Center. The Principal's duties shall include, but not be limited to, the following:

a) the Principal shall supervise the educational operation of the Attendance Center and shall assume administrative responsibility and instructional leadership, in accordance with the Rules, Policies and written Procedures promulgated pursuant to Rule or Policy of the Board of Education, for the planning, operation and evaluation of the educational program of the Attendance Center;

b) the Principal's primary responsibility is the improvement of instruction at the Attendance Center;

c) the Principal shall develop a Local School Improvement Plan ("Plan"), pursuant to the Illinois School Code, 105 ILCS 5/34-2.4, for the Attendance Center in consultation with the Local School Council, all categories of school staff, parents and community residents. The Principal shall then submit said Plan to the Local School Council for approval or disapproval;

d) after a Plan has been approved by the Local School Council, the Principal shall be responsible for the implementation of the approved Plan;

e) the Principal, with the assistance of the Professional Personnel Advisory Committee, shall develop the specific methods and contents of the school curriculum within the Board of Education's system-wide curriculum standards and objectives and the requirements of the Plan;

f) the Principal shall develop an expenditure plan ("expenditure plan"), pursuant to the Illinois School Code, with respect to funds allocated and distributed to the Attendance Center by the Board of Education. The expenditure plan shall be developed in consultation with the Local School Council, the Professional Personnel Advisory Committee of the Attendance Center and all other school personnel. The Principal shall submit said expenditure plan annually to the Local School Council for approval or disapproval;

g) after an expenditure plan has been approved by the Local School Council (or if the school has been placed on probation, pursuant to 105 ILCS 5/34-8.3, after an expenditure plan has been approved by the Board), the Principal shall be responsible for the implementation of the approved expenditure plan;

h) unless prohibited by law or by Rule of the Board of Education, the Principal shall provide to the Local School Council copies of all internal audits and any other pertinent information generated by any audits or reviews of the programs and operations of the Attendance Center;

i) the Principal shall direct, supervise, evaluate, and suspend with or without pay or otherwise discipline all teachers and other employees assigned to the Attendance Center in accordance with Board of Education Rules, Policies, and written Procedures promulgated pursuant to Board Rule or Policy and consistent with applicable collective bargaining agreements;

j) the Principal shall direct, supervise, evaluate, and issue written disciplinary warnings to all assistant principals assigned to the Attendance Center in accordance with Board of Education Rules, Policies, and written Procedures promulgated pursuant to Board Rule or Policy and consistent with applicable collective bargaining agreements, however, only the Chief Executive Officer has the authority to suspend an assistant principal with or without pay;

k) the Principal shall fill positions by appointment, and shall submit recommendations to the General Superintendent or Chief Executive Officer concerning the appointment, dismissal, retention, promotion, and assignment of all personnel assigned to the Attendance Center, as provided in 105 ILCS 5/34-8.1;

l) the Principal shall attend academies or other training sessions mandated by the Board of Education and the Illinois State Board of Education;

m) the Principal shall perform faithfully his/her duties and obligations as a member of the Local School Council of the Attendance Center;

n) the Principal shall endeavor to maintain a positive education and learning climate at the Attendance Center;

o) the Principal shall endeavor to establish clear lines of communication regarding school goals, accomplishments, practices and policies with the Local School Council, parents and teachers, and, unless prohibited by law or by Rule of the Board of Education, shall provide to the Local School Council information necessary for the Local School Council to perform its duties under the School Code;

p) the Principal shall fulfill other obligations imposed upon the Principal by: the Illinois School Code; other applicable state and federal laws; Rules, Policies and written Procedures promulgated pursuant to Rule or Policy of the Board of Education; collective bargaining agreements; the desegregation consent decree; and other court decisions, decrees and settlements entered into by the Board of Education;

q) the Principal may, in accordance with Board Rules, Policies and written Procedures promulgated pursuant to Board Rule or Policy including, but not limited to its Rule concerning conference leave, seek professional growth through collegial activities, attendance at professional meetings and the pursuit of further education.

Failure to perform the duties set forth in this Section may result in disciplinary action pursuant to Board Rules, Policies and written Procedures promulgated pursuant to Board Rule or Policy, and may constitute a material breach of this Agreement and cause for termination.

III. COMPENSATION

The Board of Education shall pay salary and provide benefits to the Principal in accordance with the Administrative Compensation Plan and the Rules, Policies and Procedures of the Board of Education, including all benefits for which full-time, regularly appointed certificated employees are eligible.

IV. EVALUATION

A. Evaluation By Local School Council

(a) The Local School Council shall annually evaluate the Principal. The evaluation shall be in writing in a form prescribed by the Board of Education, which shall include the following criteria:

1) student academic improvement, as defined by the school improvement plan;

2) student absenteeism rates at the school;

3) instructional leadership;

4) the effective implementation of programs, policies, or strategies to improve student academic achievement;

5) school management;

6) any factors deemed relevant by the local school council, including, without limitation, the principal's communication skills and ability to create and maintain a student-centered learning environment, to develop opportunities for professional development, and to encourage parental involvement and community partnerships to achieve school improvement;

7) the Principal's fulfillment of his/her duties under this Agreement, including the duties specifically identified in Section II of this Agreement;

8) such other performance factors as are mutually agreed upon by the Principal, the Board of Education, and the Attendance Center's Local School Council in accordance with Section XI of this Agreement.

(b) Not less than 150 days prior to the expiration of this contract, the Local School Council shall evaluate the Principal, in writing, using the Board approved evaluation form, to assess the educational and administrative progress made at the school during the term of this Agreement in order to determine whether to renew this Agreement. The Local School Council shall base its evaluation on the criteria set forth in Article IV(A)(a) above.

(c) The Principal and the Local School Council shall meet at least once as the Local School Council gathers information to prepare its annual evaluation. The Local School Council shall send its signed, written evaluation, in the form prescribed by the Board of Education, to the Principal no later than May 1 during each year of this Agreement;

(d) Within 30 days of the Principal's receipt of the Local School Council's signed, written evaluation, the Principal and the Local School Council may meet, upon request of either the Principal or the Local School Council, in executive session, to discuss the contents of the evaluation. As a result of that meeting, the Local School Council may, but is not obligated to, revise its written evaluation. The Local School Council shall send a copy of its final evaluation to the Principal, with a copy to the General Superintendent or Chief Executive Officer, no later than June 15 during each year of this Agreement.

B. Evaluation By General Superintendent or Chief Executive Officer

(a) The General Superintendent or Chief Executive Officer shall conduct an evaluation of the Principal based on the criteria set forth in Article IV(A) above. The evaluation shall be in writing in a form prescribed by, and pursuant to guidelines promulgated by, the Board of Education.

(b) The evaluation conducted by the General Superintendent or Chief Executive Officer shall be conducted annually, and shall be sent to the Principal and Local School Council.

C. No evaluation pursuant to this Section shall be conducted until the Principal has been employed at the Attendance Center pursuant to this Agreement for at least one school semester.

V. CONTRACT TERMINATION

This Agreement may be terminated by the Board of Education before expiration of the term stated in Section I of this Agreement for any one of the following reasons or by any one of the following methods:

(a) written agreement of the Board of Education, the Local School Council and the Principal;

(b) removal of the Principal for cause pursuant to 105 ILCS 5/34-85;

(c) closure of the attendance center or permanent merger of the attendance center into another attendance center;

(d) death, resignation or retirement of the Principal;

(e) misrepresentation referred to in section IX of this Agreement;

(f) revocation or suspension of the requisite certification to serve as Principal in the Chicago Public Schools;

(g) removal, reassignment, layoff or dismissal of the Principal to the extent permitted by 105 ILCS 5/34-8.3 and 105 ILCS 5/34-8.4 of the School Code.

VI. EXPIRATION

Unless terminated earlier, this Agreement, including and notwithstanding the procedures set forth herein, shall expire at the end of its stated term and shall not grant or create any contractual rights or other expectancy of continued employment beyond the term of this Agreement, except as indicated and solely to the extent provided in Section VII of this Agreement.

VII. RENEWAL AND NON-RENEWAL

(a) The Local School Council shall decide whether to renew this Agreement with the Principal based upon the evaluation pursuant to Section IV A(b) . The Local School Council shall notify the Principal of its decision regarding whether to renew this Agreement with the Principal in writing no later than February 1 of the calendar year in which this Agreement expires or, if the Principal's term expires on a date other than June 30, 150 days before expiration of this Agreement. Notice of the Local School Council's decision shall be made by personal delivery to the Principal or by registered or certified mail, and shall be deemed to have occurred on the date the Principal receives the written notice from the Local School Council. The Principal shall have no right to demand that the Local School Council make this decision earlier than the date set forth in this Section. In the event that the Local School Council fails to provide written notice of its decision in the manner set forth above by February 1 or, if the Principal's term expires on a date other than June 30, 150 days before expiration of this Agreement, then the Board may extend this Agreement for an additional year or appoint an interim principal at the Attendance Center until the Local School Council selects a new Principal to serve.

(b) In the event that the Local School Council decides not to renew this Agreement with the Principal, the Local School Council shall, if requested by the Principal, provide in writing the reasons for its decision not to renew. The written reasons shall be provided to the Principal, with a copy to the General Superintendent or Chief Executive Officer, no later than February 22 of the calendar year in which this Agreement expires or, if the Principal's term expires on a date other than June 30, 128 days before expiration of this Agreement.

(c) The Local School Council shall have no right to renew this Agreement with the Principal if the Principal fails to meet any requirement which is established or imposed by the Board of Education in accordance with 105 ILCS 5/34-8.1 as a condition of the continued employment of the Principal or of the renewal of this Agreement with the Principal.

(d) In the event that the Local School Council decides to renew this Agreement at the conclusion of the term stated in Section I of this Agreement, the Board of Education, the Local School Council and the Principal shall enter into a new Agreement for a term of four years pursuant to 105 ILCS 5/34-2.3 upon approval by the Board of Education of employment of the Principal and subject to the following condition.

1) If the Principal failed to obtain a rating of "meets expectations" or "exceeds expectations" in the General Superintendent's evaluation for the previous year, and the Local School Council votes to renew the Principal's contract, a Local School Council member or members or the General Superintendent, within 15 days after the Local School Council's retention decision, may request a review of that decision, to be conducted in accordance with 105 ILCS 5/34-2.3. Such a review may be requested only once for that Principal at that Attendance Center.

a) If the hearing officer, in light of the record developed at the hearing, determines that the Local School Council retention decision is arbitrary and capricious, the Local School Council decision will be set aside.

b) If the hearing officer, in light of the record developed at the hearing, decides that the principal shall be retained, this Agreement shall be extended for a period of four years.

c) The decision of the hearing officer is final and may not be appealed.

(e) In the event that this Agreement is not renewed, the Local School Council shall be free to select another principal to serve under a four year performance contract as principal of the Attendance Center subject to the following condition.

1) If the Local School Council fails to renew the performance contract of the Principal, and the Principal was rated by the General Superintendent in the previous years' evaluations as meeting or exceeding expectations, the Principal, within 15 days after the Local School Council's non-retention decision, may request a review of that decision by submitting a written request to the General Superintendent. The review shall be conducted in accordance with 105 ILCS 5/34-2.3(1.5) and (1.10) . The Principal may request such a review only once while at that Attendance Center.

a) If the hearing officer, in light of the record developed at the hearing, determines that the Local School Council non-retention decision is arbitrary and capricious, the Local School Council decision will be set aside, and this Agreement shall be extended for a period of two years.

b) The decision of the hearing officer is final and may not be appealed.

(f) Pursuant to 105 ILCS 5/34-8.1, in the event that this Agreement is not renewed, the Principal's employment as a principal shall terminate upon the expiration of this Agreement, and he/she shall not be reinstated to any former position which he/she previously held with the Board of Education. However, the failure of the Local School Council to renew this Agreement with the Principal shall not limit the Principal from seeking and receiving other employment with the Board of Education based upon his/her experience and valid certifications and, if otherwise qualified under the Illinois School Code, his/her name shall be placed on appropriate eligibility lists which the Board maintains for teaching positions.

(g) In the event that this Agreement is not renewed and the Principal does not retire or is not otherwise employed by the Board of Education after expiration of the term of this Agreement, the Principal shall be eligible to continue to receive his or her previously provided level of health insurance benefits for a period of 90 days following expiration of the term of this Agreement. Nothing in this subsection is intended to limit or otherwise impact the Principal's rights under COBRA or any other federal or state law concerning insurance.

VIII. SEVERABILITY

The provisions of this Agreement shall be considered severable and independent. If any provision of this Agreement is held invalid or unenforceable, the remaining provisions shall not be affected.

IX. REPRESENTATIONS

Include principal eligibility requirements in this section?

(a) The person signing this Agreement as Principal represents that he/she currently possesses the requisite certification to serve as Principal in the Chicago Public Schools, and that he/she meets any and all requirements for the employment or continued employment of such person as Principal which are established or imposed by the Board of Education in accordance with 105 ILCS 5/34-8.1. In the event that the Board of Education subsequently finds that such person does not possess the requisite certification to serve as a Principal in the Chicago Public School System, or otherwise fails to meet any requirement established or imposed by the Board of Education in accordance with 105 ILCS 5/34-8.1, this Agreement shall be deemed null and void, and the employment of the person signing this Agreement as Principal shall be terminated.

(b) If the person signing this Agreement as Principal is not an employee of the Board of Education at the time of signing, he/she represents: (1) that the information set forth in his/her employment application is true and accurate; and (2) that he/she has never been convicted of any of the enumerated criminal offenses set forth in 105 ILCS 5/34-18.5 of the Illinois School Code. In the event that the Board of Education subsequently finds: (1) that the information set forth in his/her employment application is not true and accurate; or (2) that he/she has been convicted of any of the enumerated criminal offenses set forth in 105 ILCS 5/34-18.5 of the Illinois School Code, this Agreement shall be deemed null and void, and the employment of the person signing this Agreement as Principal shall be terminated.

X. APPLICABLE LAW

This Agreement shall be interpreted and governed by the laws of the State of Illinois.

XI. ENTIRE AGREEMENT

(a) This Agreement shall constitute the entire Uniform Principal's Performance Contract, and no additions, deletions or modifications may be made to this Agreement during its term unless made in writing and signed by the Board of Education, the Local School Council and the Principal. However, notwithstanding anything in this Agreement to the contrary this Agreement may be modified upon renewal pursuant to 105 ILCS 5/34-8.1. Also, notwithstanding anything in this Agreement to the contrary, the Board of Education may establish or impose requirements in accordance with 105 ILCS 5/34-8.1 as conditions of the execution of this Agreement, and may establish or impose requirements in accordance with 105 ILCS 5/34-8.1 as conditions of the renewal of this Agreement. This Agreement supersedes all prior agreements, arrangements and communications between the parties dealing with the subject matter hereof, whether oral or written.

(b) Nothing in subsection XI(a) above shall prohibit the Local School Council from negotiating additional criteria pursuant to 105 ILCS 5/34-2.3 of the Illinois School Code. Such additional criteria shall not discriminate on the basis of race, sex, creed, color or disability unrelated to ability to perform, and shall not be inconsistent with this Uniform Principal's Performance Contract, with other provisions of the Illinois School Code governing the authority and responsibility of principals, with Board of Education Rules, Policies or Procedures, or with court decisions or settlements affecting the Board of Education. Any additional criteria are subject to approval by the Board of Education's General Counsel, working in consultation with the organization representing Principals (currently the Chicago Principals and Administrators Association), for purposes of determining such consistency, and such criteria shall not be effective until they are so reviewed and approved, and executed by the parties in accordance with subsection XI(a) above.

XII. MISCELLANEOUS

(a) This Agreement shall be binding upon and shall inure to the benefit of any transferees, successors or assigns of the Board of Education. This Agreement may not be assigned by the Principal under any circumstances.

(b) This Agreement is entered into solely for the benefit of the parties hereto, and any transferees, successors or assigns of the Board pursuant to subsection XII (a) above. This Agreement is not intended to confer any rights or impose any duties on any third party, and is not intended to expand the liability of any party hereto to any third party.

(c) The Rules, Policies and written Procedures promulgated pursuant to Rule or Policy of the Board of Education promulgated to date are hereby incorporated by this reference, and to the extent that such Rules, Policies or Procedures are inconsistent with the terms and conditions of this Agreement, the Rules, Policies or Procedures shall control.

(d) The Rules and Policies and written Procedures promulgated pursuant to a Rule or Policy of the Board of Education promulgated during the term of this Agreement are hereby incorporated by this reference, except to the extent such Rules, Policies or Procedures are inconsistent with the terms and conditions of this Agreement, in which event the terms and conditions of this Agreement shall control.

(e) The waiver by any party of a breach of any provision of this Agreement by another party, or the failure of any party to enforce any provision or obligation hereunder, shall not operate or be construed as a waiver of any subsequent breach by that party or bar the subsequent enforcement of any provision or obligation under this Agreement.

Principal

Dated: 6-28-2010

Chalmers Local School Council

By: Veronica Bradley
LSC Chairperson

Dated: 6-28-2010

Attest: Latonia Williams
LSC Secretary

Approved as to legal form by the General Counsel
of the Board of Education of the City of Chicago

Dated: 6/28/10

Board Report No. 10-1027-EX18-3

Received and Filed on 9/8, 2011

Estela G. Beltran
Board Secretary

09-0722-EX5 FINAL CHICAGO PUBLIC SCHOOLS

Important Note: This form must accompany all Local School Council official actions pertaining to the principalship at the school.

Certification of Principal Selection by Local School Council
(Please type or print)

School: Chalmers Unit No. 2740 Area: 9

Candidate's Name: Kent Nolen

Classifications for Contractual Principal: ✓ New _____ Renewal

We, the members of the Local School Council, hereby certify that at our meeting of June 28, 2010 (Date)

we voted* 8 (yes) to 0 (no) to 0 (abstain) to select Kent Nolen (Candidate).

***(Please refer to the Guidelines for Principal Evaluation and Selection regarding the number of votes legally required.)**

There are 8 members currently serving on the LSC. There were 0 member(s) absent. (Please indicate the number of LSC members, excluding the principal and, if a high school, the student representative.)

The candidate is currently a(n) ✓ Employee _____ Non-employee of the CPS

_____ Assistant Principal at above school

Name of departing principal Patricia Vaughn-Dossieq

Effective Departure Date: June 30, 2010

We further certify that, as required by the Illinois School Code, a quorum was present, 6 for elementary schools not including the principal or 7 for high schools not including the principal and student representative. Further, we certify that we complied with the Open Meetings Act by posting public notice and an agenda for the meeting at least 48 hours in advance (and, if a special meeting, provided written notice to each member); and further, that the principal (and student representative if a high school) did not vote in the selection process and was (were) not counted for the purpose of determining whether a quorum existed at the above meeting.

Signatures of Local School Council Members Voting for Candidate Named Above: Date: June 28, 2010

1. [signature]
2. [signature]
3. [signature]
4. [signature]
5. [signature]
6. [signature]
7. [signature]
8. [signature]
9. [signature]
10. _____

did not vote, was in the process of removal from the council - see attached

Chicago Public Schools
Principal Candidate Profile

Principal Candidate Profile

Candidate Last Name:	Nolen
Candidate First Name:	Kent
Current Position:	Principal (CPS)
Eligibility Process Pass Date:	**April 20th, 2009**

Competency	Related Success Factors See **Candidate Profile Introduction** document for definitions of each Success Factor.	Summary Score[1]
Develop and articulate belief system through voice and actions	**Strategic Thinking**	**4.83**
	Service Leadership	**5.00**
	Impact and Influence	**4.50**
Engage and develop faculty	**Team Leadership**	**4.50**
	Developing Others	**4.00**
Assess the quality of classroom instruction	**Instructional Leadership**	**4.50**
	Accountability	**5.00**
Facilitate/motivate change	**Driving for Results**	**4.50**
	Leading and Managing Change	**4.50**
	Building and Maintaining Collaborative Relationships	**4.75**
Balance management	**Operational Excellence**	**5.00**
	Planning and Organizing	**4.00**

[1]Summary scores calculated as an average of candidate performance on Step 1, Step 2 and Step 3 assessments.

Scale:

5.0 - Strong evidence Success Factor is present.
3.0 - Some evidence Success Factor is present.
1.0 - Strong evidence Success Factor is not present.

Chicago Public Schools
Principal Candidate Profile

Candidate: Nolen, Kent

Candidate History

Personnel History (if CPS employee)

Personnel History shows no notable employee discipline events.

Background Check Summary

This individual cleared his/her background check and has no convictions on record within the last seven years.

Chalmers ISAT Reading 2006-2012

by Grade

Reading % Meets or Exceeds	2006	2007	2008	2009	2010	2011	2012
Gr. 3	22.6	52.0	52.8	34.5	38.7	55.6	62.5
Gr. 4	30.8	28.6	62.5	36.1	28.6	40.0	50.0
Gr. 5	20.0	26.9	27.3	27.8	52.9	38.5	34.4
Gr. 6	44.4	27.6	42.3	44.8	33.3	71.4	27.6
Gr. 7	50.0	57.1	45.8	58.3	37.9	47.1	62.1
Gr. 8	67.7	65.5	66.7	63.3	60.9	83.3	82.4
All	40.0	43.7	50.3	44.6	42.5	57.0	51.5

Reading % Exceeds	2006	2007	2008	2009	2010	2011	2012
Gr. 3	3.2	4.0	2.8	6.9	3.2	7.4	12.5
Gr. 4	0.0	3.6	0.0	11.1	0.0	5.0	0.0
Gr. 5	0.0	0.0	18.6	0.0	11.8	0.0	6.3
Gr. 6	0.0	0.0	0.0	3.4	0.0	14.3	3.4
Gr. 7	0.0	0.0	0.0	4.2	3.4	0.0	3.4
Gr. 8	0.0	3.4	0.0	0.0	0.0	0.0	0.0
All	0.6	1.3	2.5	4.8	3.8	4.9	5.4

Chalmers ISAT Math 2006-2012

by Grade

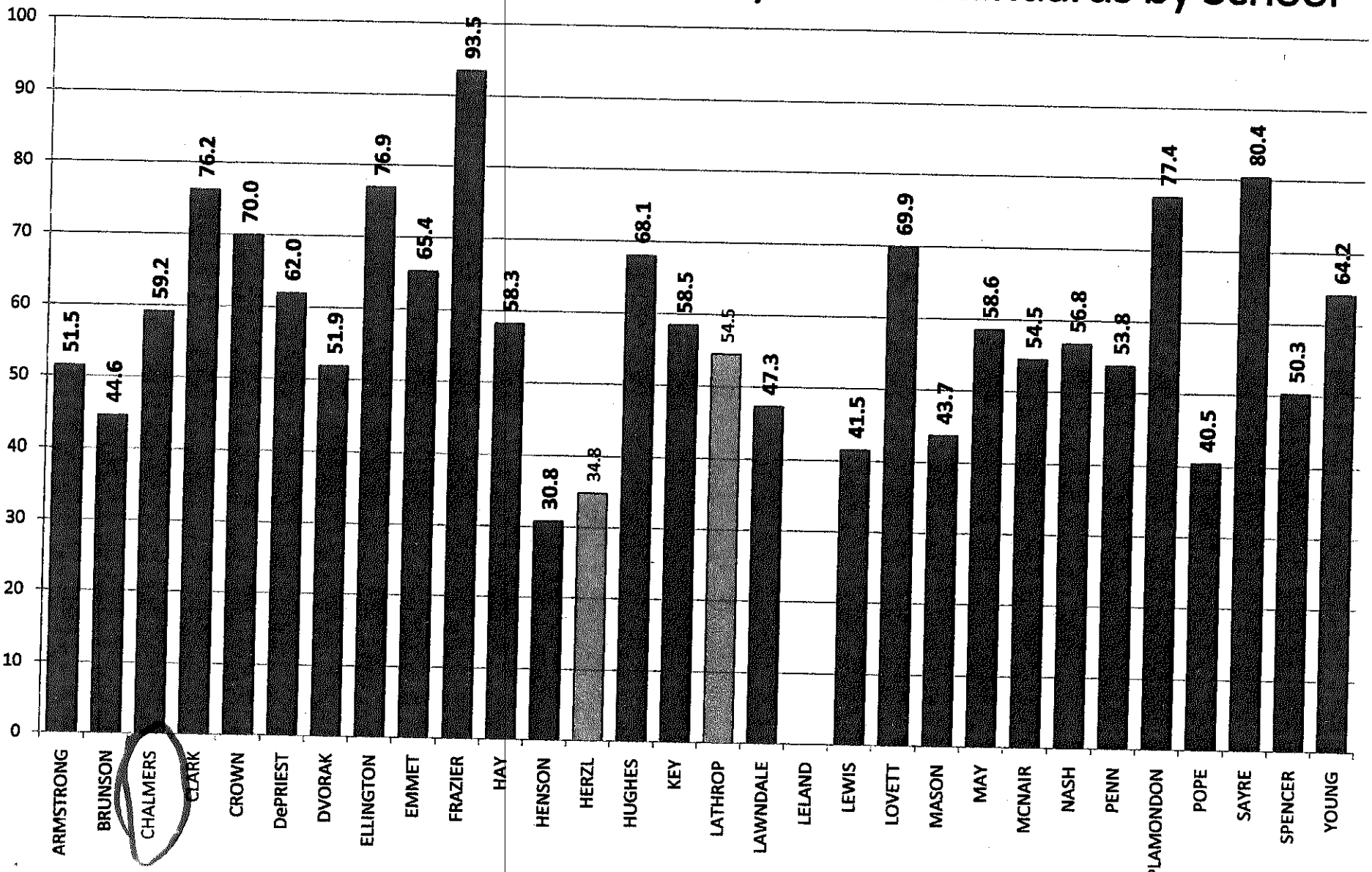
Math % Meets or Exceeds	2006	2007	2008	2009	2010	2011	2012
Gr. 3	38.7	40.0	47.2	27.6	32.3	59.3	68.4
Gr. 4	38.5	52.4	62.5	44.4	53.6	40.0	75.0
Gr. 5	32.0	15.4	45.5	11.1	44.1	46.2	25.0
Gr. 6	44.4	27.6	34.6	37.9	40.0	60.7	41.4
Gr. 7	26.9	50.0	40.0	58.3	44.8	35.3	62.1
Gr. 8	58.1	44.8	66.7	36.7	69.6	79.2	68.4
All	40.6	38.0	49.4	37.3	46.9	54.9	55.1

Math % Exceeds	2006	2007	2008	2009	2010	2011	2012
Gr. 3	9.7	12.0	5.6	0.0	6.5	3.7	7.9
Gr. 4	0.0	0.0	0.0	2.8	0.0	0.0	5.0
Gr. 5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Gr. 6	0.0	0.0	0.0	0.0	0.0	3.6	0.0
Gr. 7	0.0	0.0	4.0	4.2	3.4	0.0	3.4
Gr. 8	0.0	0.0	3.0	0.0	8.7	4.2	0.0
All	1.7	1.9	2.5	1.2	3.1	2.1	3.0

Exceed Reading = 5.4%
Exceed Math = 3.0%

ANL 2012 ISAT **Science** Meets/Exceeds

Percent of ANL Students who Meet/Exceed Standards by School



AWARD of *Excellence*

In Honor of Outstanding Performance

Thomas Chalmers Specialty Elementary School

MOST IMPROVEMENT IN PERCENTAGE OF STUDENTS MEETING ISAT SCIENCE STANDARDS IN THE AUSTIN-NORTH LAWNDALE NETWORK

CHICAGO PUBLIC SCHOOLS | CPS

+32.2

Annette Gurley
Annette Gurley
Chief of Schools-ANL Network

Chandra James
Chandra M. James
Deputy Chief of Schools-ANL Network

November 13, 2012

ANL % Students Making Expected NWEA Reading Gains

Winter 2013 by Grade and School

v1-1

Growth

< 30% | 30% - 40% | 40% - 60% | 60% - 70% | 70% - 80% | > 80%

Gr	3	4	5	6	7	8	All
Armstrong	50.0*		62.9	65.4			64.2
Brunson			50.9		51.1	40.7	55.9
Chalmers	61.8	56.7	80.6	65.8	62.6	54.8	64.8
Clark	66.7	46.9	65.0	45.8	62.5		53.0
Crown	44.4	67.9	56.3	57.1	40.9	52.2	53.5
DePriest	60.0	57.4	66.7	56.1	57.6	64.7	60.1
Dvorak	56.5	51.8		53.8	56.0	41.8	55.5
Ellington	84.8	60.7	67.9	61.9		57.1	68.5
Emmet		63.9	67.7	45.5	42.9	57.6	59.3
Frazier		47.8		60.0	68.2	54.2	65.7
Hay			60.0	65.1			58.0
Henson	48.6	66.7	55.0	56.0	55.0	58.8	55.2
Hughes				57.1		55.0	66.7
Key	61.1		42.4	51.5	68.9	60.0	58.8
Lawndale	41.3		52.5	44.2	27.3	44.7	40.5
Leland							
Lewis	53.7	61.2			57.5		65.0
Lovett	40.5	55.8	51.3	46.8		60.0	48.6
Mason	52.6	48.8	69.0	51.0	60.9	41.9	54.0
May	67.5	64.4	64.8		55.1	67.3	65.8
McNair		48.4	48.0	59.3	58.8	57.1	59.8
Nash		55.3	67.6	62.9	62.8	50.9	62.3
Penn		65.4		56.7	48.4	66.7	65.2
Plamondon		54.5*	50.0			94.4	63.6
Pope	44.4		80.0	91.7	82.4		
Sayre	84.1	61.7	59.6	55.2	50.8	57.6	61.6
Spencer	64.5	61.8	63.2	61.3		60.8	63.7
Young	57.3	54.9	68.6	55.3	56.4	52.5	57.5

v1-1

ANL % Students Making Expected NWEA Math Gains

Growth

Winter 2013 by Grade and School

7.3 < 30%	5.0 40% - 60%	70% - 80%	
30% - 40%	60% - 70%	4.4 > 80%	

Q	Armstrong	Brunson	Chalmers	Clark	Crown	DePriest	Dvorak	Ellington	Emmet	Frazier	Hay	Henson	Hughes	Key	Lawndale	Leland	Lewis	Lovett	Mason	May	McNair	Nash	Penn	Plamondon	Pope	Sayre	Spencer	Young
3	80.0*	59.1		40.0			67.4	87.9		83.3	64.6	63.9					51.2			65.9	66.0		62.2		94.1	60.3	41.9	40.0
4	45.8	48.3		84.4	64.3		43.9	41.4	45.7		55.6	60.0	61.5					48.1	57.1	55.6	57.6	55.3	57.7	60.0*	63.6	56.7	42.0	55.4
5		43.9			43.8	61.5	47.7		48.4	60.0		60.0	41.2	46.9	27.5					54.5	60.0			40.0	46.7	48.1	64.0	62.0
6		60.0	44.7	62.5			46.2	81.0	44.1	92.0	54.4	56.0		57.6	52.9		68.4	45.7	44.0	60.9	54.3			62.1		56.9	58.7	47.4
7		55.3	42.4	65.7	60.9	62.7		52.9		81.8				50.0	44.2		45.0	53.2	58.7	62.0	54.8	50.0	60.7		58.8	63.1	75.0	54.6
8		22.2	16.1		52.2	44.2	45.5	66.7		54.2	51.1	58.8		50.0	44.7		56.6	51.5	46.5	67.4	64.9	51.9	65.2	83.3	43.8	67.8	75.0	52.9
All	66.3	48.7	42.6	69.5	56.6	45.7	47.8	66.9	48.8	68.5	56.3	61.9	69.3	55.3	40.7		49.1	45.9	46.8	60.8	61.7	62.2	61.0	58.6	63.6	59.1	58.8	52.4

NWEA SY13 Fall to Winter Comparison

ANL Growth and Performance

Performance Policy

2012 Elementary School Performance Policy Report

Thomas Chalmers Specialty Elementary School

School ID: 609851

Network: Austin-North Lawndale Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	44.6%	42.5%	57.0%	51.5%	54.3% (1 point)	+3.5 (2 points)	3 of 6
ISAT Math Meets/Exceeds %	37.3%	46.9%	54.9%	55.1%	55.0% (1 point)	+8.7 (3 points)	4 of 6
ISAT Science Meets/Exceeds %	18.9%	36.8%	27.0%	59.2%	43.1% (0 points)	+31.8 (3 points)	3 of 6
ISAT Composite Exceeds %	2.8%	2.9%	3.1%	4.2%	3.7% (0 points)	+1.3 (1 point)	1 of 6
8th Grade ISAT Composite Exceeds %	0.0%	4.3%	2.1%	0.0%	1.1% (0 points)	-2.1 (0 points)	0 of 6
Adjusted Attendance Rate	91.1%	92.5%	94.5%	96.7%	95.6% (3 points)	+4.0 (3 points)	6 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-2.1	2nd	0 of 3
Value-Added Math	-1.7	4th	0 of 3

Overall Rating

Performance Policy Rating	2012-2013	2011-2012	2010-2011
Performance Policy Points Earned	17 of 42 (40.5%)	18 of 42 (42.9%)	12 of 42 (28.6%)
Performance Rating	Level 3	Level 3	Level 3
ISAT Composite Meets/Exceeds %	54.0% (2012)	52.6% (2011)	43.5% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

CHICAGO PUBLIC SCHOOLS 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 (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.

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

CHICAGO PUBLIC SCHOOLS | 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 (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.

Performance Policy

2012 Elementary School Performance Policy Report

Clara Barton Elementary School

School ID: 609790
Network: Englewood-Gresham Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	50.0%	47.4%	54.8%	56.7%	55.8% (1 point)	+5.7 (2 points)	3 of 6
ISAT Math Meets/Exceeds %	52.9%	63.6%	64.8%	65.3%	65.1% (1 point)	+4.9 (2 points)	3 of 6
ISAT Science Meets/Exceeds %	42.0%	45.7%	49.2%	47.9%	48.6% (0 points)	+2.3 (1 point)	1 of 6
ISAT Composite Exceeds %	3.7%	4.6%	6.2%	5.7%	6.0% (1 point)	+0.9 (1 point)	2 of 6
8th Grade ISAT Composite Exceeds %	1.7%	2.8%	6.6%	0.0%	3.3% (0 points)	-3.7 (0 points)	0 of 6
Adjusted Attendance Rate	92.7%	92.3%	91.9%	93.0%	92.5% (1 point)	+0.7 (2 points)	3 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-0.8	18th	1 of 3
Value-Added Math	-0.6	26th	1 of 3

Overall Rating

Performance Policy Rating	2012-2013	2011-2012	2010-2011
Performance Policy Points Earned	14 of 42 (33.3%)	16 of 42 (38.1%)	12 of 42 (28.6%)
Performance Rating	Level 3	Level 3	Level 3
ISAT Composite Meets/Exceeds %	59.3% (2012)	58.2% (2011)	54.3% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

CHICAGO PUBLIC SCHOOLS | 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 (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.

Performance Policy

2012 Elementary School Performance Policy Report

Isabelle C O'Keeffe Elementary School

School ID: 610103

Network: Skyway Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	54.1%	51.7%	61.9%	51.5%	56.7% (1 point)	-4.4 (0 points)	1 of 6
ISAT Math Meets/Exceeds %	59.4%	50.7%	50.4%	52.3%	51.4% (1 point)	-1.2 (0 points)	1 of 6
ISAT Science Meets/Exceeds %	43.0%	45.6%	45.9%	60.5%	53.2% (1 point)	+15.7 (3 points)	4 of 6
ISAT Composite Exceeds %	4.7%	4.1%	5.0%	3.9%	4.5% (0 points)	-0.7 (0 points)	0 of 6
8th Grade ISAT Composite Exceeds %	3.4%	4.8%	0.0%	1.1%	0.6% (0 points)	-1.6 (0 points)	0 of 6
Adjusted Attendance Rate	93.3%	92.7%	92.1%	92.0%	92.1% (1 point)	-0.7 (0 points)	1 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-1.5	6th	0 of 3
Value-Added Math	-0.5	27th	1 of 3

Overall Rating

Performance Policy Rating	2012-2013	2011-2012	2010-2011
Performance Policy Points Earned	8 of 42 (19%)	11 of 42 (26.2%)	11 of 42 (26.2%)
Performance Rating	Level 3	Level 3	Level 3
ISAT Composite Meets/Exceeds %	52.9% (2012)	54.8% (2011)	50.5% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

CHICAGO PUBLIC SCHOOLS | 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 (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.

Performance Policy

2012 Elementary School Performance Policy Report

Leslie Lewis Elementary School

School ID: 610036
Network: Austin-North Lawndale Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	52.4%	48.4%	57.7%	50.9%	54.3% (1 point)	-1.9 (0 points)	1 of 6
ISAT Math Meets/Exceeds %	44.5%	49.0%	54.9%	47.6%	51.3% (1 point)	-1.9 (0 points)	1 of 6
ISAT Science Meets/Exceeds %	34.2%	44.4%	51.1%	41.5%	46.3% (0 points)	-1.7 (0 points)	0 of 6
ISAT Composite Exceeds %	2.4%	2.7%	4.2%	3.5%	3.9% (0 points)	+0.4 (1 point)	1 of 6
8th Grade ISAT Composite Exceeds %	1.0%	1.4%	3.5%	5.4%	4.5% (0 points)	+3.4 (2 points)	2 of 6
Adjusted Attendance Rate	92.4%	92.3%	91.8%	93.1%	92.5% (1 point)	+0.9 (2 points)	3 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-1.6	4th	0 of 3
Value-Added Math	-1.7	3rd	0 of 3

Overall Rating

Performance Policy Rating	2012-2013	2011-2012	2010-2011
Performance Policy Points Earned	8 of 42 (19%)	16 of 42 (38.1%)	13 of 42 (31%)
Performance Rating	Level 3	Level 3	Level 3
ISAT Composite Meets/Exceeds %	48.1% (2012)	55.7% (2011)	48.0% (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.

Performance Policy

2012 Elementary School Performance Policy Report

Dewey Elementary Academy of Fine Arts

School ID: 609885
Network: Pershing Elementary Network

Current Status and Trend	2009	2010	2011	2012	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	60.2%	32.7%	38.1%	39.1%	38.6% (0 points)	-4.6 (0 points)	0 of 6
ISAT Math Meets/Exceeds %	72.0%	41.1%	50.3%	54.7%	52.5% (1 point)	+0.2 (1 point)	2 of 6
ISAT Science Meets/Exceeds %	49.3%	28.1%	45.8%	36.1%	41.0% (0 points)	-5.0 (0 points)	0 of 6
ISAT Composite Exceeds %	9.1%	1.6%	1.5%	2.5%	2.0% (0 points)	-1.6 (0 points)	0 of 6
8th Grade ISAT Composite Exceeds %	5.3%	4.2%	0.0%	2.6%	1.3% (0 points)	-0.6 (0 points)	0 of 6
Adjusted Attendance Rate	92.2%	91.9%	90.8%	90.1%	90.5% (1 point)	-1.5 (0 points)	1 of 6

Student Growth Metrics	2012 Score	Percentile	Points
Value-Added Reading	-0.5	28th	1 of 3
Value-Added Math	+0.4	69th	2 of 3

Overall Rating

	2012-2013	2011-2012	2010-2011
Performance Policy Rating			
Performance Policy Points Earned	6 of 42 (14.3%)	4 of 42 (9.5%)	4 of 42 (9.5%)
Performance Rating	Level 3	Level 3	Level 3
ISAT Composite Meets/Exceeds %	45.3% (2012)	44.4% (2011)	35.8% (2010)
Probation Status	Probation	Probation	Probation

2012 Elementary School Performance Policy Legend

CHICAGO PUBLIC SCHOOLS | 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 (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.

Shining Star

This award of excellence is presented to

THOMAS CHALMERS SPECIALTY ELEMENTARY SCHOOL

for

OUTSTANDING ATTENDANCE

CHICAGO PUBLIC SCHOOLS CPS

96.67%
2011-2012

Annette Gurley
Annette Gurley
Chief of Schools-ANL Network

Chandra James
Chandra M. James
Deputy Chief of Schools-ANL Network

November 13, 2012

Chalmers' [redacted] My School [redacted] Results

Thomas Chalmers Specialty Elementary School

Report Home
5Essentials
All Measures
About the Survey
Downloads

What do students and teachers say about Chalmers?

In 2012, students and teachers in Chicago Public Schools participated in the ***CPS My Voice, My School Survey 2012***, which asked questions about their school's culture and climate. Thomas Chalmers Specialty Elementary School's performance on the 5Essentials (fig. 1) summarizes the participants' answers to those survey questions as they relate to the 5Essentials.

Chalmers is WELL-ORGANIZED for Improvement.

The 5Essentials can identify the ways in which a school is organized for school improvement. In fact, *schools strong on three or more of these essentials are 10 times more likely to improve student learning* than schools weak in three or more.

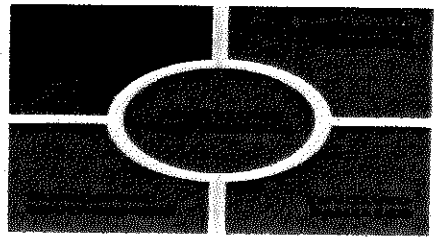
Explore the Report

Explore the Survey Reports to see Chalmers's performance on the 5Essentials, the main concepts underlying the 5Essentials (measures), and individual survey questions underlying each measure.

Need help interpreting these results? Go to the FAQs and Support section to learn more about what the results mean and how to use the results for school improvement. You'll also find explanations of how scores are calculated.

The 5Essentials framework was validated by the University of Chicago Consortium on School Research at the University of Chicago Urban Education Institute, in partnership with Chicago Public Schools. Research identifies Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction as the factors that matter most for student learning.

Thomas Chalmers Specialty Elementary School
Overall Performance on the 5Essentials



Very Strong
Strong
Neutral
Weak
Very Weak
Low Response/Not Applicable

Figure 1.

Survey Response Rates for Chalmers

Respondent	Response Rate	(CPS)
Students	97.4%	(73.7%)
Teachers	93.8%	(65.5%)

Thomas Chalmers Specialty Elementary School

FAQs and Support
2745 W Roosevelt Rd Chicago, IL 60608

Report Home

5Essentials

Ambitious Instruction

Effective Leaders

Collaborative Teachers

Involved Families

Supportive Environment

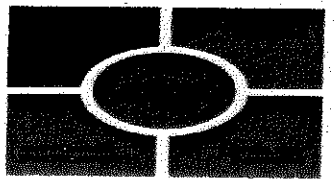
All Measures

About the Survey

Downloads

5Essentials Overall — WELL-ORGANIZED for improvement

Summary of performance on each essential



Very Strong
Strong
Neutral
Weak
Very Weak
Low Resp Or N/A

Performance

Trend

2011 2012

In 2012, students and teachers in Chicago Public Schools participated in the *CPS My Voice, My School Survey 2012*, which asked questions about their school's culture and climate. Thomas Chalmers Specialty Elementary School's performance on the 5Essentials (see diagram) summarizes the participants' answers to those survey questions as they relate to the 5Essentials.

Survey Response Rates for Chalmers

Respondent	Response Rate	(CPS)
Students	97.4%	(73.7%)
Teachers	93.8%	(65.5%)

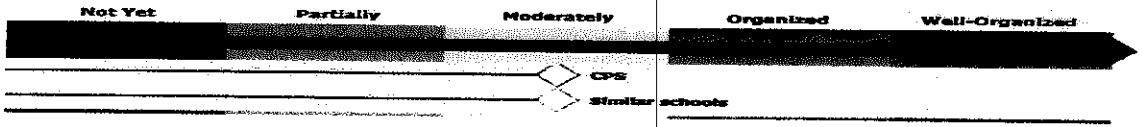
Explore Performance
View current performance

See Trends
View & compare results over time

Downloads
Download reports & visualizations

Thomas Chalmers Specialty Elementary School Comparative Performance on 5Essentials Overall

Compare Chalmers to the CPS and *similar* schools' average



What are these results based on?

This school's overall performance is based on the 5Essentials shown below. Click the > to learn more about each Essential and its underlying concepts (measures).

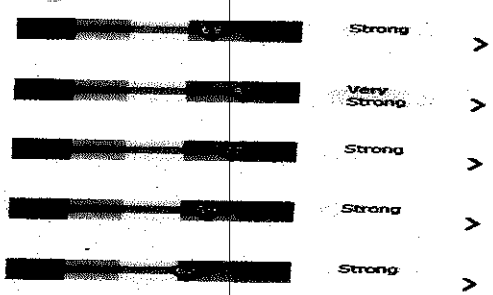
Ambitious Instruction
Classes are challenging and engaging.

Effective Leaders
Principals and teachers implement a shared vision for success.

Collaborative Teachers
Teachers collaborate to promote professional growth.

Involved Families
The entire staff builds strong external relationships.

Supportive Environment
The school is safe, demanding, and supportive.



THE UNIVERSITY OF CHICAGO | UEI Urban Education Institute
[illegible] East 60th Street
Chicago, Illinois 60637
uei.uchicago.edu

© The University of Chicago Privacy Policy.

CIWP

Continuous Improvement Work Plan
2012 - 2014

Updated 4/3/13

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:	Thomas Chalmers Specialty 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
Dr. Kent Nolen	Principal
Bobbie Banks	Assistant Principal
Rochelle Porter	Classroom Teacher
Ricarda Sanders	Classroom Teacher
Larry Smart	Classroom Teacher
Stephanie Wilbourn	Classroom Teacher
Veronica Bradley	LSC Member
Jay Oesterreicher	Special Education Faculty
Christine Decatus	Counselor/Case Manager

CIWP **2012-2014 Continuous Improvement Work Plan**

Thomas Chalmers Specialty Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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
Early Literacy % of students at Benchmark on DIBELS, IDEL	37.5	41.3	50.2	55.2

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Math % of students at Benchmark on mClass	NDA	50.0	70.4	77.4

3rd - 5th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	10.3	23.0	25.3	29.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	35.8	57.0	62.7	68.9

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	7.5	24.0	27.5	30.3
Keeping Pace - Math % of students making growth targets on Scantron/NWEA	12.8	56.0	61.6	67.7

6th - 8th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.9	24.0	33.0	36.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.6	69.0	77.0	84.7

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	17.2	30.0	34.1	37.5
Keeping Pace - Math % of students making growth targets on Scantron/NWEA	31.4	58.0	64.9	71.4

8th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	12.5	13.7	24.5	26.9

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Math % of students at college readiness benchmark	0.0	10.0	11.0	12.1

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	94.4	95.0	97.0	97.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (any) per 100	3.4	3.4	1.2	1.2

State Assessment

All Grades

Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding standards	57.0	62.7	56.6	62.2
ISAT - Mathematics % of students meeting or exceeding standards	54.9	59.4	60.6	66.6
ISAT - Science % of students meeting or exceeding standards	27.0	29.7	65.0	71.6

All Grades

% Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students exceeding state standards	4.9	10.0	11.0	12.1
ISAT - Mathematics % of students exceeding state standards	2.1	12.1	13.3	14.6
ISAT - Science % of students exceeding state standards	0.0	10.0	11.0	12.1

2012-2014 Continuous Improvement Work Plan

Thomas Chalm[illegible] Specialty Elementary School

CPS

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	---------->		2
• 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.	By June 2013, +10 Increase in the Reading, Math and Science ISAT composite from 54.0% to 59.4%. Chalmers has a theory of action which was originally developed during the 2010-2011 School Year. It contains clear achievement goals, Key Levers for Professional Learning System, Results Oriented Leadership and School Climate. Further, this Theory of Action outlines metrics for monitoring school improvement in the areas of our Core Instructional Program, Professional Learning System, School Climate and Results Oriented Leadership.	
Principal Leadership	---------->		3
• 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.	We have continued work toward strengthening our Common Core curricula in Reading, Writing and Mathematics. Clinical REACH observations ensure all teachers are adhering to CPS Instructional Framework, and are using differentiated instructional strategies in Core Content(Reading, Math, Science, and Social Studies). We have implemented a comprehensive assessment system(BOY/MOY/EOY Scantron and MClass, as well as formative classroom assessments). Further, teachers continue participation in Early Adopter Professional Development Series and use weekly grade cluster collaboration to analyze data, plan instruction, and share feedback on lessons.	

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.**

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	We have one multiple teachers at various grade levels, grades Kindergarten through 8th. Decisions are routinely made through collaboration. Teachers have multiple roles outside the classroom and include(but are not limited to): ILT Membership Grade Cluster Teams Response to Intervention Team Local School Council Membership IEP Team Membership Textbook Adoption Committee Staff Development Team School Improvement Team	

CIWP **2012-2014 Continuous Improvement Work Plan**

Thomas Chalmers Specialty Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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	94.4	95.0	97.0	97.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (any) per 100	3.4	3.4	1.2	1.2

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	57.0	62.7	56.6	62.2
ISAT - Mathematics % of students meeting or exceeding state standards	54.9	59.4	60.6	66.6
ISAT - Science % of students meeting or exceeding state standards	27.0	29.7	65.0	71.6

All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students exceeding state standards	4.9	10.0	11.0	12.1
ISAT - Mathematics % of students exceeding state standards	2.1	12.1	13.3	14.6
ISAT - Science % of students exceeding state standards	0.0	10.0	11.0	12.1

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.**

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	---------->		2
• 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	Our Instructional Leadership Team is comprised of faculty and staff representatives from Primary, Intermediate and Upper Grade Clusters. Depending on the data set being analyzed during our Bi-Weekly meetings, special faculty and or staff are invited to attend ILT meetings as well. Information from our Instructional Leadership Team Meetings are communicated to and from weekly teacher directed grade cluster meetings. Our reflective deep dives into specific data routinely reveal suggestions for improvement. Meeting Agendas, Sign In Sheets, Minutes and Next Steps are recorded and shared with all Instructional Team Members.	
Monitoring and adjusting	---------->		2
• 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.	In addition to analysis of formative classroom assessment data and alphanumeric grades, our Instructional Leadership Team analyzes BOY/MOY/EOY Mclass and NWEA Data. Significant standard deviations are identified and given further scrutiny to redress improvement initiatives and next steps. These processes are articulated in our theory of action and are ongoing.	

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 2: Core Instruction

Typical School	Effective School	Evidence	Evaluation
Curriculum	---------->		2
• 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.	Each teacher, Kindergarten through 5th and Middle School Reading 6th through 8th, have year-long scope and sequence which is spirialed to repetatively redress the Common Core State Standards across a number of genres. As an Early Adopter Lead School, our teachers have the opportuntiy to work with other grade-like teachers from other Early Adopter Schools to collaboratively develop Quarterly Curriculum Maps and weekly lesson plans/unit maps. Primary and supplemental instructional resources are newly adopted for each grade level, are also aligned to the Common Core State Standards, and offers a wealth of opportunity for intervention and differentiation.	
Instructional materials	---------->		2
• 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).	Each teacher, Kindergarten through 5th and Middle School Reading 6th through 8th, have year-long scope and sequence which is spirialed to repetatively redress the Common Core State Standards across a number of genres. As an Early Adopter Lead School, our teachers have the opportuntiy to work with other grade-like teachers from other Early Adopter Schools to collaboratively develop Quarterly Curriculum Maps and weekly lesson plans/unit maps. Primary and supplemental instructional resources are newly adopted for each grade level, are also aligned to the Common Core State	

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 www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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.**

Typical School	Effective School	Evidence	Evaluation
Assessment	---------->		2
• 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 , grade cluster, classroom and individual student data is organized and available to all who need it immediately after each assessment. Our comprehensive assessment system includes BOY/MOY/EOY Mclass and NWEA Reading and Math, Formative Classroom Assessments, Illinois Standard Achievement Test, and EXPLORE for 8th grade students. Formative Classroom Assessments include authentic student work, constructed response, and performance tasks aligned to the Common Core State Standards. With regard to Students with DIsabilities, all assessments are administered in accordance with accomodations and modifications requsite in their Individual Education Plan, and are listed on weekly lesson plans.	

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.**

Typical School	Effective School	Evidence	Evaluation
Instruction		---------->	2
• 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.	Amongst varying instructional methodology teachers employ to assure student comprehension, each teacher scaffolds instruction through modeling(I DO), guided instruction(WE DO), and independent practice(YOU DO). Each teacher uses cooperative learning and student-to -student grouping configurations to engage students in meaningful and challenging tasks. Each teacher provides opportunities for students to apply academic language skills in all content areas. Each teacher differentiates instruction for students with various learning styles and needs. Each teacher articulates and places in writing on his/her whiteboard, daily objectives aligned to Common Core State Standards and regularly assesses student comprehension of of daily objectives.	

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.**

Typical School	Effective School	Evidence	Evaluation
Intervention	---------->		2
• 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.	Our school has a systematic and layered approach to intervention that ensures studetns receive targeted assistance that is based on the results of student data. Interventions include in-class, small group instruction, push-in support provided by specialist, and additional supports outside the classroom. Individualized web-based intervention is also incorporated into the weekly delivery of instruction for intervention as well as acceleration.	

Professional Learning

Typical School	Effective School	Evidence	Evaluation
Whole staff professional development	---------->		2
• 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.	As an Early Adopter School, our primary Professional Development focus has been on effective implementation of the Common Core State Standards. Our teachers attend ongoing ANL based Professional Development in concert with Chicago Public Schools Office of Instruction. This relationship includes quarterly grade level release of teachers to train collaboratively with ANL grade level teachers. Principals also attend ongoing collaborative professional development sessions with ANL Principals. Other Professional Development topics include effective classroom management/Foundations Training, Assessment Systems, and Using data to inform instruction.	

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 3:

Typical School	Effective School	Evidence	Evaluation
Grade-level and/or course teams ---------->			2
• 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.	Our time distribution chart affords our grade cluster teachers the opportunity to collaboratively meet weekly to plan lessons, and analyze data. Each meeting operates under established norms emphasizing equity of voice, and collective responsibility. Teachers are open and honest on what to strengthen, they provide honest and specific feedback, and they push each other. Teachers plan instruction using Mclass, NWEA, and formative assessment data. Teachers regularly pause to reflect and refine practice in order to better engage students and improve learning outcomes. Teachers backwards plan towards mastery of grade-level standards, plan clear and measurable objectives for lessons, carry out instruction as planned, and plan opportunities for students to demonstrate what they have learned within each lesson.	
Instructional coaching ---------->			2
• 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.	Teachers receive differentiated in-class support from Austin North Lawndale Network based on need. The instructional coaching cycle includes a pre-conference, observation, and post-conference. New teachers receive district-sponsored induction. With regard to the implementation of the Common Core State Standards, teachers receive instructional coaching from ANL and Chicago Public Schools Office of Instruction.	

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 4:Climate and Culture

Typical School	Effective School	Evidence	Evaluation
High expectations & College-going culture			2
• 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	Our school counselor and few faculty members engage students and their parents in conversation about application to selective enrollment schools. Paradigm shift underway to encourage a culture of college and career readiness. The Early Adoption of the Common Core State Standards affords curriculum articulation with High Schools.	
Relationships			2
• 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.	Our small school environment provides every child at least one adult advocate who knows the child and family and provides support in goal attainment. Behaviorally challenged students are afforded mentors in concert with our external partners from A Safe Haven Foundation. All students with disabilities participate in all school activities and recieve instruction in the least restrictive environment. We have a monocultural demographic yet infuse multicultural experiences within daily instruction and field trips.	
Behavior& Safety			2
• 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.	We have collaboratively developed uniform school rules which are posted in common areas, inside each classroom, and taught throughout the school year. Student discipline is handled in accordance with Chicago Public Schools Student Code of Conduct and is progressive in nature.	

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 5: Family and Community Engagement

Typical School	Effective School	Evidence	Evaluation
Expectations	---------->		2
• 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.	Communication on academic performance, intervention, acceleration, and school functions are made through multiple mediums to our stakeholders and include weekly bulletins, electronic billboard, telephonic communications, parent meetings, and assemblies. Teachers routinely communicate with students and parents on goal setting, goal attainment, academic achievement, and interventions. Attendance has risen from 240 to nearly 400 students from 2010-2011 school year to 2012-2013 school year. Our counselor works with 7th and 8th grade students and their parents in consultation about selective enrollment school options.	
Ongoing communication	---------->		2
• 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.	Discourse between teacher and parent, parent and teacher, student and teacher, teacher and student, student to student, as well as Administration/Counselor/Case Manager in and amongst aforementioned parties is routine and consistent.	
Bonding	---------->		2
• 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.	Our school presents a welcoming environment to all community stakeholders. We have a Parent Center open to the community each operational hour the school is open. Parent Advisory Counsel members routinely sponsor workshops open to parents and community members to showcase our school. Assemblies are routine and open to all school community stakeholders.	

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.**

N 6: College and Career Readiness Supports

Typical School	Effective School	Evidence	Evaluation
Specialized support	---------->		2
• 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.	We are partnered with A Safe Haven Foundation, Mount Siani Hospital to provide specialized support to families.	
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.	Our school hosts visits from agents representing various careers to make presentations to our student population. Students are afforded field trip experiences.	
Academic Planning	---------->		2
• 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.	Our school provides opportunities for students to visit choice high schools armed with three years exposure to Common Core State Standards. Students are afforded opportunity to participate in weekend academic programs offered by the University of Illinois Chicago. Our administration and counselor escort students to high school admission interviews.	
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.	In partnership with Chicago Communities in Schools and Chicago Scores, all children are afforded opportunities to participate in before and afterschool academic, extracurricular, and enrichment opportunities.	

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.**

DIMENSIO

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.	Students deemed College and Career Ready are celebrated and their performance is displayed in common areas in the building.	
College & Career Admissions and Affordability	---------->		2
• 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.	Consultation centering on selective high school enrollment is ensuing. Along with the link between attendance at selective enrollment high schools and the increase in the probability of college and career success.	
Transitions	---------->		2
• 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.	Collaborative planning amongst grade cluster teams ensures smooth transitions of all students from grade to grade. Counseling with 8th grade students and their parents to assure smooth transition to high school is ongoing.	

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 7: Resource Alignment

Typical School	Effective School	Evidence	Evaluation
Use of Discretionary Resources ---------->			2
• 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.	Our descritionary resources are aligned to our priority goals of Reading, Math, and Science improvement as well as improvement of the school climate and culture. Our partnership with Chicago Communities in Schools, Chicago Scores, and A Safe Haven Foundation produces resources which allows us to offer before and after-school enrichment, extracurricular, and academic offerings. All expenditures can ultimately be linked to student achievement growth.	
Building a Team ---------->			2
• 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.	Our school hires, when necessary, through a collaborative process. We host student teachers, staff volunteers, and external partners which gives us a pool of potential leads for vacancies when and if they occur. Our collaborative hiring process involves multiple stakeholders and does afford the candidate to demonstrate instructional expertise.	
Use of Time ---------->			2
• 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.	Our schedule and time distribution chart affords grade cluster teams collaborative meeting time on a weekly basis. It is differentiated between our primary, intermediate and middle grades classrooms as to afford interventions which are imbeded within the ordinary instructional day. We use technology to supplement our intervention and acceleration initiatives.	

CIWP **2012-2014 Continuous Improvement Work Plan**

Thomas Chalmers Specialty Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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

Thomas Chalmers School believes that all children are capable of success in the core curricular areas of Reading, Writing, Mathematics, Science and Social Science. We can facilitate the success of our students through the implementation of Common Core State Standards and the provision of interventions. Our grade cluster teams work with parents and external partners to guide our students as they learn during the school day, in extended learning programs, and at home. Our curriculum emphasizes literacy, critical thinking and problem solving. We support students' social-emotional development through cooperative learning, Kids at Hope and Positive Behavior Intervention Strategies. We also provide enrichment opportunities families in the arts, health and fitness, technology and sports.

Strategic Priorities

#	**Priority Description:** Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Strengthen implementation of Common Core curricular in Literacy and Mathematics as an Early Adopter School.	With regard to our Professional Learning System, if we attend University of Chicago PD in Mathematics and ANL Professional Development in Reading; Use weekly grade cluster collaboration to analyze data, plan instruction, and share febback on lessons; ; improve the discourse between the Instructional Leadership Team and Grade Cluster Teams, and Continue 1:1 coaching and mentoring centered around Danielson's Framework for Instruction, then we will reach or exceed our student achievement goals.
2	Ensure all teachers are differentiating instructional stragegies in Response to Intervention.	If we strengthen our implementation of Common Core curricula aligned to the CCSS in Language Arts and Mathematics; Ensure all teachers engage in PD on differentiating instructional strategies imbeded within the delivery of weekly instruction; Implement a comprehensive assessment system to enclude calssroom performance tasks, BOY/MOY/EOY MClass, NWEA, and use data from this assessment system to inform planning and instruction, then we will reach or exceed our goals.

3	Improve Student Science Instruction and Achievement to prepare students to meet the rigorous requirements of College and Career Readiness.	If we strengthen our science in struction in accordance with CMSi at each grade level Kindergarten thru 8th; Ensure all teachers are differentiating instruction in concert with the use Science FOSS Kits; Continue work with Depaul University on FOSS Professional Development, and Loyola PD on SEPUP; Hold ALL faculty quantifiably accountable for 4th and 7th grade Science ISAT performance and Identify a Science Lead/ILT member, then we will reach or exceed our goal of 10% annual improvement of students meeting and exceeding standards as measured by the Illinois Standards Achievement Test in Science and The EXPLORE test in Science for 8th Grade.
4	Facilitate a school climate and culture conducive to accelerated student achievement and College and Career Readiness.	If we continue to implement Foundations centered Positive Behavioral Interventions and Supports; implement parent volunteerism on a more regular basis; provide performance incentives to reward sustained student achievement, and continue to offer students before and afterschool enrichment, then we will reach or exceed our goal to move from Average or Week to Strong or Very Strong as measured by the My Voice, My School Survey.
5	Optional	

CIWP **2012-2014 Continuous Improvement Work Plan**

Thomas Chalmers Specialty Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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

Strengthen implementation of Common Core curricular in Literacy and Mathematics as an Early Adopter School.

Rationale

With regard to our Professional Learning System, if we attend University of Chicago PD in Mathematics and ANL Professional Development in Reading; Use weekly grade cluster collaboration to analyze data, plan instruction, and share febback on lessons; ; improve the discourse between the Instructional Leadership Team and Grade Cluster Teams, and Continue 1:1 coaching and mentoring centered around Danielson's Framework for

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze 2011-2012 ISAT Reading Data	ILT/ Teacher Teams	All	ILT	Summer 2012	Quarter 1	Completed	Continue ILT analysis of available data.
Administer BOY Mclass Reading	Instruction	Other student group	Primary Teachers	Quarter 1	Quarter 1	Completed	
Progress Monitor/TRC	Instruction	Other student group	Primary Teachers	On-going	On-going	Behind	Incorporate Progress Monitoring rates durig weekly Collaboration meetings.
Administer BOY NWEA/Scantron	ILT/ Teacher Teams	Other student group	3rd thru 8th Grade Teachers	Quarter 1	Quarter 1	Completed	
Submit Curriculum Maps Aligned to CCSS Reading	Instruction	All	K thru 8th Teachers	Summer 2012	Quarter 1	Completed	
Submit Weekly Lesson Plans	Instruction	All	K thru 8th Teachers	On-going	On-going	On-Track	
Display Authentic Student Work	Instruction	All	K thru 8th Teachers	On-going	On-going	On-Track	Ensure applicable feedback on displayed student work.
Administer MOY Mclass Reading	Instruction	Other student group	Primary Teachers	Quarter 3	Quarter 1	Completed	
Administer MOY NWEA/Scantron Reading	Instruction	Other student group	3rd thru 8th Grade Teachers	Quarter 3	Quarter 3	Completed	
Annalyze BOY/MOY NWEA/Scantron/Mclass Data	ILT/ Teacher Teams	All	Cluster Teams	Quarter 3	On-going	Completed	
Conduct Bi-Weekly ILT PM Meetings	ILT/ Teacher Teams	All	Principal	On-going	On-going	On-Track	

Strategic Priority 1

Administer Practice EXPLORE	Instruction	Other student group	Middle School Teachers	Quarter 3		Cancelled	Unable to utilize Practice Explore booklets 2013. Incorporate Explore format in normal delivery of instruction.
Requisiton Supplemental Reading Materials	Instructional Materials	All	Principal, AP, Clerk	Summer 2012	Summer 2012	Completed	
Lease Additional Technological Reading Resources	Equipment/ Technology	All	Principal, AP, Clerk	Summer 2012	Summer 2012	Completed	
Administer EOY Mclass Reading	Instruction	Other student group	Primary Teachers	Quarter 4		On-Track	
Administer EOY NWEA/Scantron Reading	Instruction	Other student group	3rd thru 8th Grade Teachers	Quarter 4		On-Track	
Administer EXPLORE	Instruction	Other student group	Middle School Teachers	Quarter 4		On-Track	
Conduct Clinical Classroom Visitations(REACH Students) and Provide Instructional Feedback	Instruction	All	K thou 8th Grade Teachers	On-going	On-going	Behind	Accelerate Observations of PATs
Facilitate Full-Time Kindergarten Position	Instruction	Other student group	Principal, Porter	Summer 2012	Quarter 1	Completed	
Facilitate CCSS Reading Professional Development	Professional Development	All	Principal, ANL	On-going	On-going	On-Track	
Host Afterschool(SES) Remediation in Mathematics	After School/ Extended Day	Other student group	SES Providers, Principal	On-going	On-going	On-Track	
Implement Mathmoreschi.com in Middle School	Instruction	Other student group	Mr. Moreschi	Quarter 3	On-going	On-Track	

CIWP **2012-2014 Continuous Improvement Work Plan**

Thomas Chalmers Specialty Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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

Ensure all teachers are differentiating instructional strategies in Response to Intervention.

Rationale

If we strengthen our implementation of Common Core curricula aligned to the CCSS in Language Arts and Mathematics; Ensure all teachers engage in PD on differentiating instructional strategies imbeded within the delivery of weekly instruction; Implement a comprehensive assessment system to enclude calssroom performance tasks, BOY/MOY/EOY MClass, NWEA, and use data from this assessment system to inform planning

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze 2011-2012 ISAT Mathematics Data	ILT/ Teacher Teams	All	ILT	Summer 2012	Quarter 1	On-Track	
Administer BOY Mclass Math	Other	Other student group	Primary Teachers	Quarter 1	Quarter 1	Completed	
Progress Monitor/TRC	Instruction	Other student group	Primary Teachers	On-going	On-going	Behind	Every 2 weeks for Intensive, 3 weeks for Strategic, 4 weeks for Benchmark. Add completion rates to weekly collaboration meeting agenda.
Administer BOY NWEA/Scantron Mathematics	ILT/ Teacher Teams	Other student group	3rd thru 8th Grade Teachers	Quarter 1	Quarter 1	Completed	
Submit Curriculum Maps Aligned to CCSS Math	Instruction	All	K thru 8th Teachers	Quarter 1	Quarter 1	Completed	
Submit Weekly Lesson Plans	Instruction	All	K thru 8th Teachers	On-going	On-going	On-Track	
Display Authentic Student Work	Instruction	All	K thru 8th Teachers	On-going	On-going	On-Track	Include authentic feedback on displayed student work
Administer MOY Mclass Mathematics	Instruction	Other student group	Primary Teachers	Quarter 3	Quarter 3	Completed	
Administer MOY NWEA/Scantron Mathematics	ILT/ Teacher Teams	Other student group	3rd thru 8th Grade Teachers	Quarter 3	Quarter 3	Completed	
Analyze BOY/MOY NWEA/Scantron/Mclass Data	ILT/ Teacher Teams	All	Cluster Teams	Quarter 3	Quarter 3	Completed	
Conduct Bi-Weekly ILT PM Meetings	ILT/ Teacher Teams	All	Principal	On-going	On-going	On-Track	

Strategic Priority 2

Administer Practice EXPLORE	Instruction	Other student group	Middle School Teachers	Quarter 3	Quarter 4	Cancelled	Mandated not to utilize Practice Explore booklets 2013
Requisition Supplemental Math Instructional Materials	Instructional Materials	All	Principal, AP, Clerk	Summer 2012	Quarter 1	Completed	
Administer EOY Mclass Math	Instruction	Other student group	Primary Teachers	Quarter 4	Quarter 4	On-Track	
Administer EOY NWEA/Scantron Mathematics	Instruction	Other student group	Middle School Teachers	Quarter 4	Quarter 4	On-Track	
Administer EXPLORE	Instruction	Other student group	Middle School Teachers	Quarter 4	Quarter 4	On-Track	
Conduct Clinical Classroom Observations(REACH Students)and Provide Feeback	Instruction	All	Principal, AP	On-going	On-going	Behind	Accelerate Observations on PATs
Facilitate CCSS Mathematics Professional Development	Professional Development	All	Principal, ANL	On-going	On-going	On-Track	In partnership with University of Chicago, Every Day Math,
Develop and Implement Achieve 3000 Lab Schedule for Reading Acceleration and Intervention	Instruction	All	Technology Coordinator, Achievem 3000 Champion	Quarter 1	Quarter 1	On-Track	
Develop and Implement Apangea Lab Schedule for Mathematics Acceleration and Intervention	Instruction	All	Technology Coordinator, Apengea Champion	Quarter 1	Quarter 1	Cancelled	Utilizing Compass Web-Based Intervention Afterschool for select student population.
Monitor Achieve 3000 Usage	ILT/ Teacher Teams	All	ILT	On-going	On-going	On-Track	Monnthly Usage range between 70-80%
Monitor Apangea Usage	ILT/ Teacher Teams	All	ILT	On-going		Cancelled	
Create Student Data Binders	Instruction	All	K thru 8th Teachers	Quarter 1	Quarter 1	On-Track	
Monitor Student Data Binders	ILT/ Teacher Teams	All	ILT	On-going	On-going	Behind	To be reviewed April 12 during faculty PD.

CIWP **2012-2014 Continuous Improvement Work Plan**

Thomas Chalmers Specialty Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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

Improve Student Science Instruction and Achievement to prepare students to meet the rigorous requirements of College and Career Readiness.

Rationale

If we strengthen our science in struction in accordance with CMSI at each grade level kindergarten thru 8th; Ensure all teachers are differentiating instruction in concert with the use Science FOSS Kits; Continue work with Depaul University on FOSS Professional Development, and Loyola PD on SEPUP; Hold ALL faculty quantifiably accountable for 4th and 7th grade Science ISAT performance and identify a Science Lead/ILT member, then we

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Recruit and Retain Middle School Science Teacher	Staffing	All	Principal	Summer 2012	Quarter 1	Completed	
Requisition Science Primary and Supplemental Texts	Instructional Materials	All	Principal, Science Lead Teacher	Summer 2012	Quarter 1	Completed	
Requisiton Science Supplies and Equipment	Instructional Materials	All	Principal, Science Lead Teacher	Summer 2012	Quarter 1	Completed	
Facilitate Science/FOSS Professional Development for K-5 and SEPUP grades 6-8	Professional Development	All	Principal, Science Lead Teacher	On-going	On-going	On-Track	DePaul hosts FOSS PD, Loyola hosts SEPUP PD
Administer Science Pre-Assessment	Instruction	All	K-8th Facutly	Quarter 1	Quarter 1	Completed	
Conduct Clinical Classroom Visitations(REACH Students) and Provide Feedback	Instruction	All	Principal, AP	On-going	On-going	Behind	Accelerate PAT observations
Facilitate Peer School/Classroom Visitation	Professional Development	All	Principal, Science Lead Teacher, K-4 Faculty	Quarter 2	On-going	On-Track	
Conduct School-wide Science Fair	Instruction	All	K-8 Facutly	Quarter 3	Quarter 2	Postponed	

Strategic Priority 3

CIWP **2012-2014 Continuous Improvement Work Plan**

Thomas Chalmers Specialty Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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

Facilitate a school climate and culture conducive to accelerated student achievement and College and Career Readiness.

Rationale

If we continue to implement Foundations centered Positive Behavioral Interventions and Supports; implement parent volunteerism on a more regular basis; provide performance incentives to reward sustained student achievement, and continue to offer students before and afterschool enrichment, then we will reach or exceed our goal to move from Average or Week to Strong or Very Strong as measured by the My Voice, My School

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Recruit Parent Volunteers	Staffing	All	Principal, AP	Summer 2012	Summer 2012	Completed	
Facilitate PBIS Training for Parent Volunteers	Parental Involvement	All	AP	Summer 2012	Quarter 1	Completed	
Provide Achievement Incentives	Supplies	All	Principal, AP, Counselor	On-going	On-going	On-Track	
Provide After-school Student Enrichment Activities	After School/ Extended Day	All	AP, Counselor, External Partners	Quarter 1	On-going	On-Track	SES, Chior, Homework Help, Technology
Provide Full-time Art/Music Instruction	Staffing	All	Principal, Music Teacher	Summer 2012	Quarter 1	On-Track	Half Time Art, Full-Time Music
Facilitate Foundations Training	Professional Development	All	All Faculty, Staff	On-going	On-going	Behind	Facilitated by ANL, Attendance at times not possible due to lack of Substitute coverage
Host Guest Speakers on Climate and Culture Related Topics for Students, Parents, and Faculty	Instruction	All	Principal, AP, Counselor	Quarter 2	On-going	On-Track	
Analyze 2011-2012 My Voice, My School Survey Data	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1	Completed	
Administer 2012-2013 My Voice, My School Survey	Other	All	Counselor, K-8th Faculty	Quarter 3	Quarter 3	On-Track	
Develop and Implement Uniform School Rules	Instruction	All	School-wide Faculty and Staff	Quarter 1	Quarter 1	Completed	
Monitor Disciplinary Referrals and Attendance, and Provide Necessary Supports and Interventions	Other	All	Principal, AP	On-going	On-going	On-Track	Suspension rate 1.2 per 100 students, Attendance Rate 96.6%
Analyze Available Data to Assess Fideltiy of Foundations Implementation	ILT/ Teacher Teams	All	Principal, AP	On-going	On-going	On-Track	

Strategic Priority 4

CIWP

2012-2014 Continuous Improvement Work Plan

Thomas Chalmers Speci Elementary School

Austin-North Lawndale Elementary Network

2745 W Roosevelt Rd Chicago, IL 60608

ISBE ID: 150162990252128

School ID: 609851

Oracle ID: 22671

CPS

Mission Statement

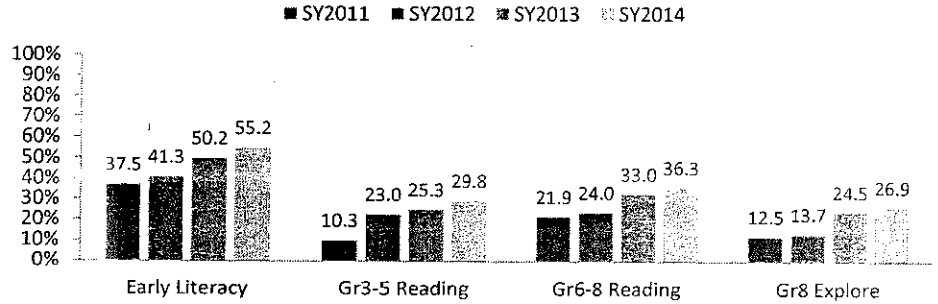
Thomas Chalmers School believes that all children are capable of success in the core curricular areas of Reading, Writing, Mathematics, Science and Social Science. We can facilitate the success of our students through the implementation of Common Core State Standards and the provision of interventions. Our grade cluster teams work with parents and external partners to guide our students as they learn during the school day, in extended learning programs, and at home. Our curriculum emphasizes literacy, critical thinking and problem solving. We support students' social-emotional development through cooperative learning, Kids at Hope and Positive Behavior Intervention Strategies. We also provide enrichment opportunities families in the arts, health and fitness, technology and sports.

Strategic Priorities

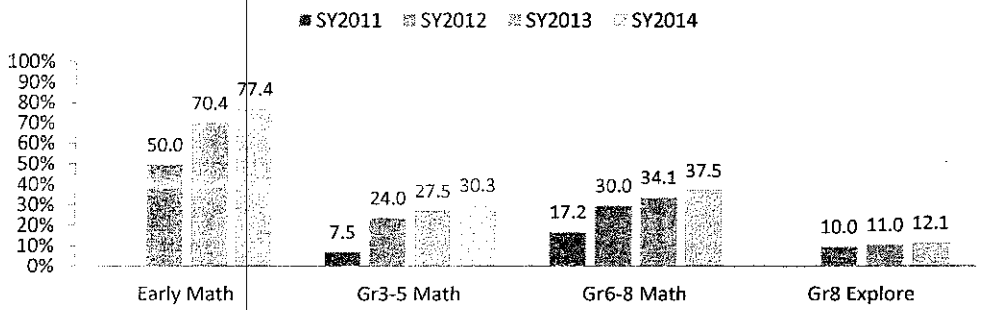
1. Strengthen implementation of Common Core curricular in Literacy and Mathematics as an Early Adopter School.
2. Ensure all teachers are differentiating instructional stragegies in Response to Intervention.
3. Improve Student Science Instruction and Achievement to prepare students to meet the rigorous requirements of College and Career Readiness.
4. Facilitate a school climate and culture conducive to accelerated student achievement and College and Career Readiness.

School Performance Goals

Literacy Performance Goals



Math Performance Goals



CIWP 2012-2014 Continuous Improvement Work Plan

Thomas Chalmers Specialty Elementary School

CHICAGO PUBLIC SCHOOLS CPS

SY2013 CIWP & Budget Approval Form

Use this form as CIWP and Budget approval for SY2013. Submit a copy of this form to the Chief of Schools for your network and keep a copy on file to verify that the CIWP and Budget have been approved.

Required Documents Included

Please check all that apply

- ☑ Continuous Improvement Work Plan
- ☑ Parent Involvement Policy/Compact *(required for Title I eligible schools only)*
- ☑ Fund Compliance *(required for Title I eligible schools only)*
- ☑ Capital Outlay *(required for Title I eligible schools only)*
- ☑ Attendance Plan *(required for schools with a 2010-2011 attendance rate below 95%)*

LSC Approval of CIWP and Budget

Date: May 26, 2012

LSC Approval: ☑ Yes ☐ No

"Yes" votes	11	"No" votes	0
Abstentions	0	Absentees	1
Vacancies	0	**Total Count**	12

LSC Chair

(sign) _____

(print) Veronica Bradley

PAC Chair

(sign) _____

(print) Mary Smith

Principal Approval of CIWP and Budget

Date: 05/26/12

Principal

(sign) _____

(print) Kent Nolen

Date: _____

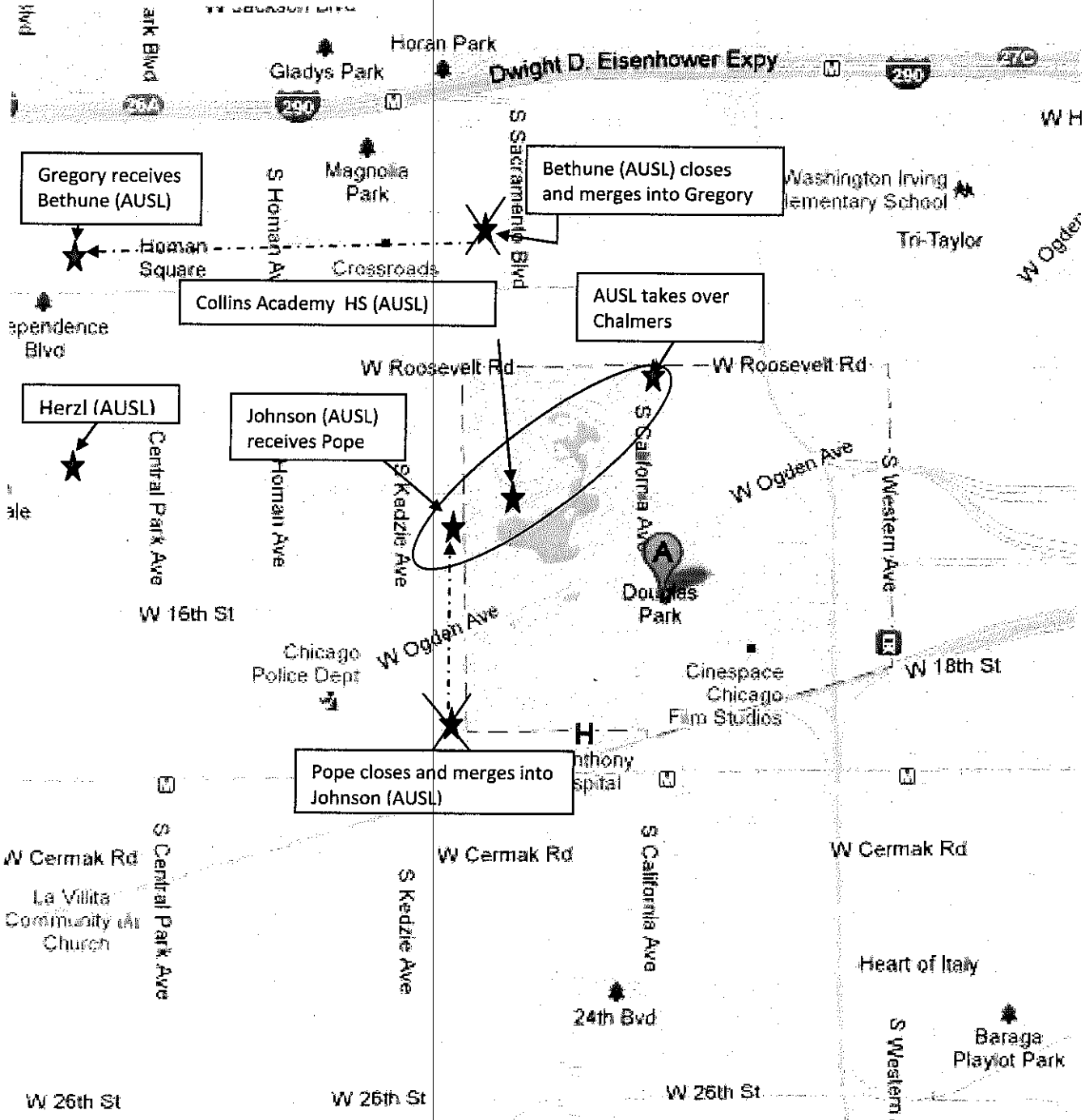
Network Chief of Schools

(sign) _____

(print) Chandra James

Date	Comments

The AUSL Consolidation Plan for North Lawndale



AUSL will emerge as the big winner in school consolidation in North Lawndale. Bethune will close and merge into Gregory, which will free up capacity for AUSL to take over Chalmers. Pope will close and merge into Johnson (AUSL). After the consolidation is done, AUSL will control EVERY school in Douglas Park, including Collins Academy HS, Johnson and Chalmers.

★ Indicates school other than AUSL.

★ Indicates a school currently managed by AUSL.

Bethune School of Excellence

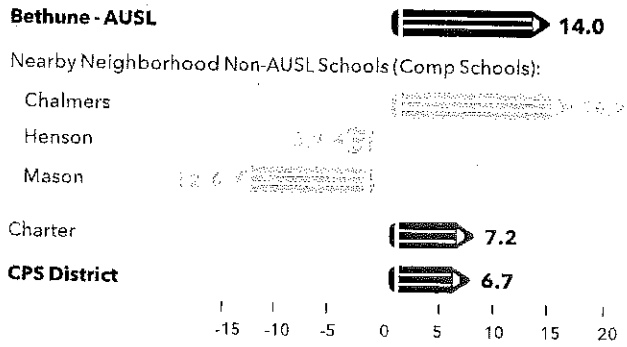
A CPS Neighborhood School

BETHUNE

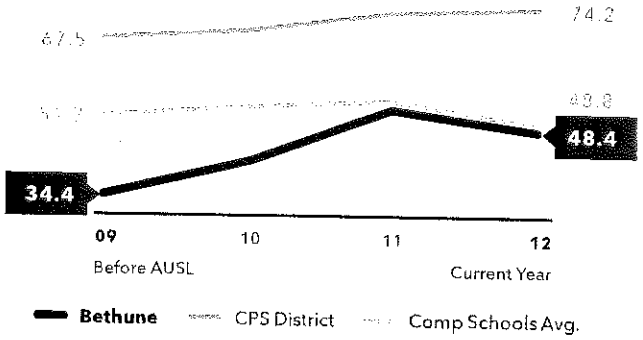
ACADEMIC PERFORMANCE (2011-2012)

Illinois Standardized Achievement Test (ISAT)

ISAT: Growth vs. Similar Neighborhood Schools Since Turnaround
Percentage Point Change 2009-2012



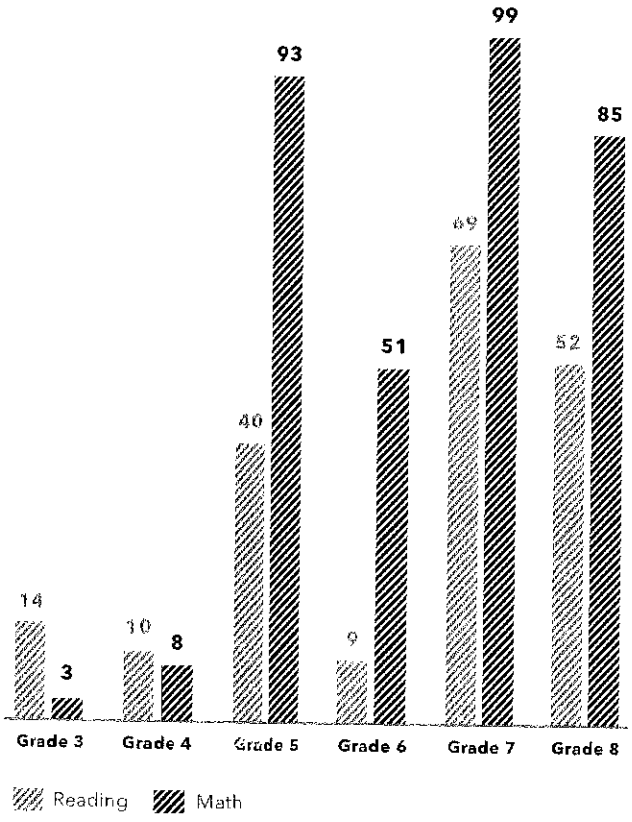
ISAT Composite: Percent of Students Meeting or Exceeding State Standards



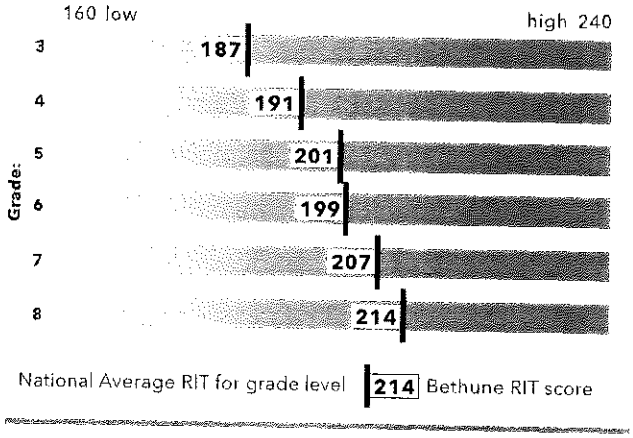
NWEA Measures of Academic Progress (MAP)

Nationally Normed Reference Test

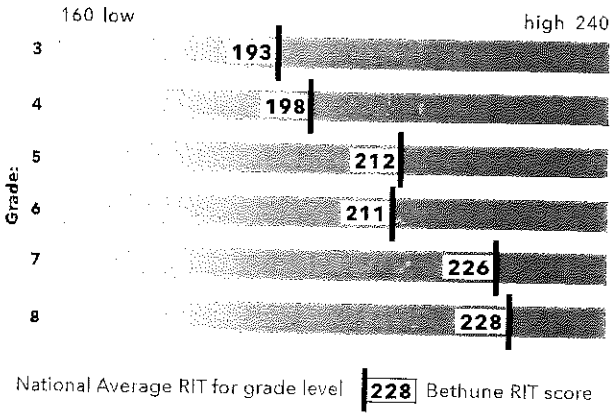
NWEA Average Student Percentile Growth Relative to Peers Nationwide: Fall 2011 to Spring 2012



Average Reading NWEA RIT Score by Grade: Spring 2012



Average Math NWEA RIT Score by Grade: Spring 2012



SOURCES: **Academic Performance:** NWEA MAP data, Fall '11 and Spring '12; ISAT data at www.cps.edu/SchoolData/Pages/SchoolData.aspx

AUSL's Bethune School of Excellence
3030 W. Arthington St. Chicago, IL 60612

PRE-KINDERGARTEN

TEAM OPENED FALL 2009

GRADE LEVELS

BETHUNE

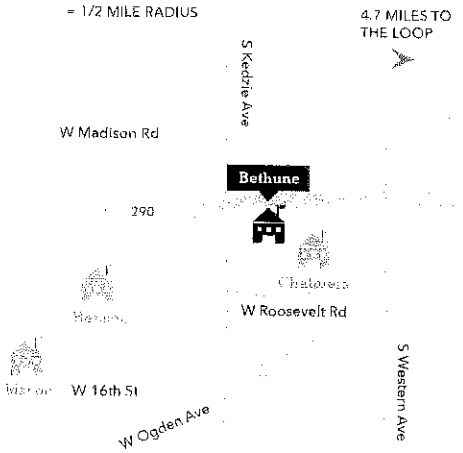
STUDENT OVERVIEW (2011-2012)

	Students	Mobility	Attendance	Free and Reduced Lunch	Demographics
	363	33.3	95.4%	92%	African-American
Comp School Avg:	29.5	93.3%		92.3%	98.7% African-American, .7% Hispanic, .5% Other
CPS District:	17.9	91.1%		85.9%	41.6% African American, 44.1% Hispanic, 14.3% Other

TEACHER OVERVIEW (2011-2012)

Teachers	Teacher to Student Ratio	Education Support Personnel
22	1:17	11

COMMUNITY OVERVIEW



FAMILY FEEDBACK

Percentage of families who are satisfied or highly satisfied with the school: **90%**

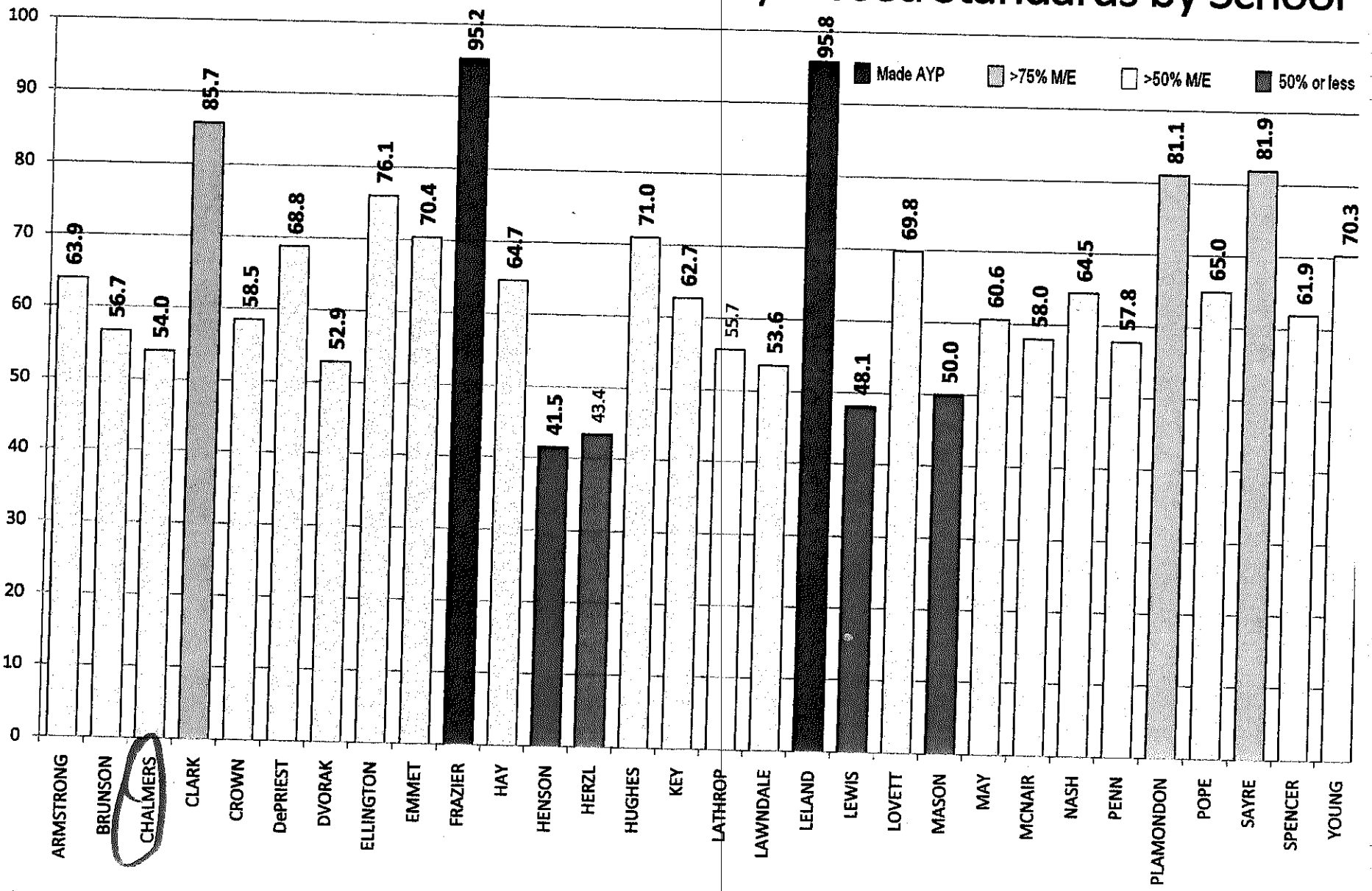
Percentage of families who would strongly recommend this school to others: **94%**

Percentage of families who believe the school's improvements have made the community a better place: **81%**

SOURCES: Student Overview: 2011-12 CPS and AUSL data Teacher Overview: 2011-12 CPS and AUSL data Family Feedback: AUSL Family Satisfaction Survey, Spring 2012

ANL 2012 ISAT **Composite** Meets/Exceeds

Percent of ANL Students who Meet/Exceed Standards by School



There are 30 Schools

in the

Austin North Lawndale Network

17 Schools experienced a

LOSS

in the Composite % of Students who

Met or Exceeded Standards.

13 Austin North Lawndale Schools

experienced gains.

Chalmers experienced composite GAINS

in both

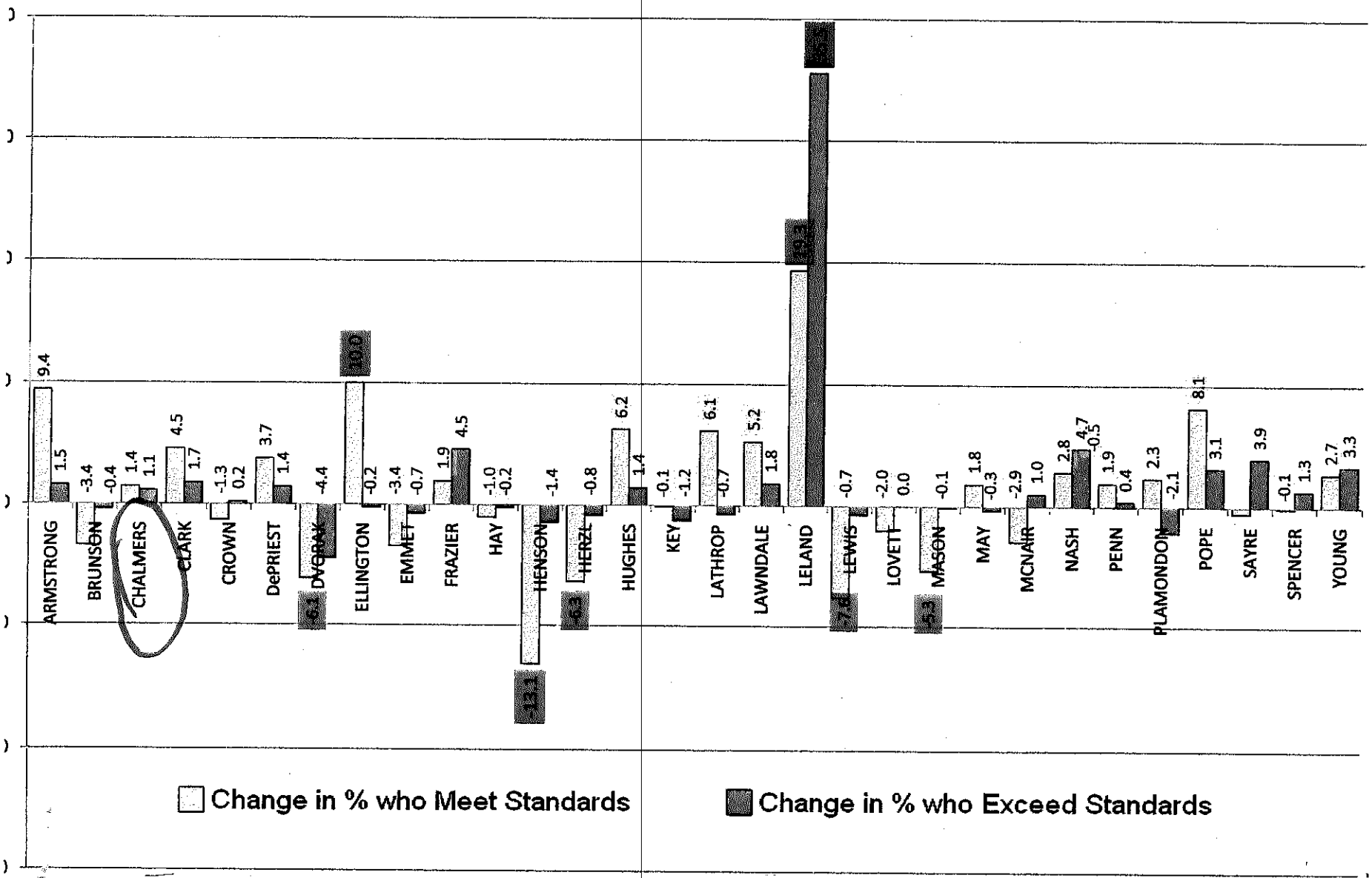
% Students who MET standards

&

% Students who EXCEEDED standards!

2011 to 2012 ISAT **Composite** M/E Changes

% ANL Students who Meet and % Who Exceed Standards by School



The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Shewanda Macklin	1308 S. Washtenaw Chicago Il 60608
[illegible]	1116 S. [illegible]
Kenton Ricks	1242 S. Sawyer 1st Fl
Eddie Macklin	1308 S. Washtenaw
Lisa Bibbs	1108 S. California Ave
Paris Miller	1308 S. Washtenaw
Maria Napoles	1351 S. California
Sharon Spearman	1235 S. Washtenaw
Rene Sage	3212 W Diversey
Chanelle Barnes	1124 S. Richmond
[illegible]	2645 W 12th Place #302
Mekaela Williams	8209 S. Marshfield
[illegible]	1318 S. Killdela
Triondus Suggs	5842 S. Shields Chicago Il 60621
[illegible]	1749 N. Central Ave
Claudia Kiel	1846 S Komensky

EXHIBIT
School 3
5-2-13

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Sophia Moore	2106 S. St. Louis
Latasha McGhee	1855 S. Kedzie 2#
Ronald Ponz	2841 W Arthington 1#
Ernestine Warren	2611 W. Ogden 2 floor
Jarrett Turner	1049 N. St. Louis
[illegible]	1365 S. Fairfax
Irene Powell	3504 W. Congress Parkway 2#
Shaneka Harrison	817 S California
Rose Clark	2433 W Lexington
Nisha Williams	745 S California 60612
L. Alcantara	~~[illegible]~~ P.O. box 12583
M Jackson	1219 S. Central Park
Michael [illegible]	3708 Village Dr 60429
Crystal Wallace	2856 W. Roosevelt Road
[illegible]	1249 S Fairfield
~~[illegible]~~	~~[illegible]~~

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Trish Bryant	
Tesha Myles	1129, S Richmond
Dominique [illegible]	4951 W Fulton
Paul [illegible]	5946 S. Indiana
Sharon Spearman	1217 S. Avers
Michelle [illegible]	1910 S. Albany
Angela Patton	2214 S. Kildare 1 Fl Chicago IL
Damarius Peters	1910 S. Albany
Matthew Burnelow	817 S. California.
Apricia Brandon	817. S. California
Lee Bailey	3005 W Washington
Helen Patton	3213 W. Warren
Precious Hale	847 N. Kolin
Ashley Tucker	1303 S. California
Irene Eckman	1255 S. Fairfield.
Nateshia Bryant	1118 S. California Ave

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Yolanda Cobbs	3108 W. Douglas
Sherrell Fields	4329 W. Kamerling
[illegible]	1421 S St Louis
[illegible]	3540 W. Douglas
Samuel English	
Jernell Clark	3557 W. Douglas
Cheryl Wiggins	3127 W. Douglas
Cleopatra Hobbs	5104 W. Monroe St.
[illegible]	3336 W. Potomac
Cynthia Ward	1266 S St Louis
William Barnes	3543 W. 13th Pl
James E. Brown	3210½ W. Douglas Blvd
Rebecca Thomas	3212 W. Douglas Bl
Derrick Herns	1433 S. St. Louis
Sonia Jackson	4123 W. Washington Blvd
Anika Riggvans	1663 S. Central Park

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Regina Malerry	1425. S. Spaulding
Ronda Turner	3444 W. 12th place
Jasmine Farrior	1322 S Spaulding
Kenosha Baggett	4307 W Cullerton
C Grandberry	3336 Douglas
P. Riley	1338 S. Sawyer
[illegible]	3[illegible] W Madison
Betty Johnson	4701 W. Westend
Jennie Watson	1404 S. Homan
Beavelen Moore	3435 W. Harrison
Marie Evans	5314 W. Washington Blvd
[illegible]	3323 W Maypole C/2
Lashunda Blanks	1336 S Christiana Apt 1-D
R. Riley	3324. W. Douglas
[illegible]	3336 W. Douglas
Renee Williams	745 N. Trumbull

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Tameka Wash	1315 S. Homan
Ebony Jackson	1318 S. Homan
Tasha Tanner	1202 S. Christiana
Sandra Tanner	1236 S. Christiana
Sonia Morris	3336 W Douglas
Raphael Taylor	5404 N. Kimball
Tasha Dunning	1501 South Keeler
Loretta Anderson	3524 W. 12th Pl #3
Jeanne Moffett	3428 W. Douglas 1st
Shenita Collins	1513 S. Trumbull
Vanessa Walker	BSA W Douglas
Mary Jackson	208 N Kolin
A. Johnson	3606 W Douglas
J. Nail	
Jocelyn Jernigan	1320 S. Christiana
April Hudson	1320 S. Christiana

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
J. Cole	3422 W. Grenshaw, 60624
E. James	3540. W Douglas 60623
L. Johnson Jr	3426 W. Douglas 60623
Barbara Bullock	1641 N. Lecaire
Brittany Henry	3250 W Douglas
ERICA SMITH	1445 S. MILLARD
Lakesha Garrett	1137 S. Independence
Jessica Ramey	
Carl White	1219 So. Spaulding 60623
S Johnson	3646 W Douglas
Jennifer McCullough	4339 W. 17th Street.
Sonia Washington	6022 S. Iowe
Ebony Frazier	1203 S. Christiana
Britest Thomas	3346 W Douglas
Kathleen Hill	1308 S. Christiana

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
A Hodges	1663 S. Central Pk.
L. Carolina	1433 S. St Louis Ave
[illegible] Carter	1433 S. St Louis, Ave
[illegible]	4141 W. Washington
Kimberly Edwards	1301 S. Chritianar
S. McCarter	3354 W. Douglas
Theodora Price	1325 S. Christiana
Delois Bacon	1264 S. St Louis Ave
Celeste Wilson	1242 S Sayer
Jerad Strong	1311 S. Christiana
Kashawa Taylor	1141 S Homan
Nicole Wilture	—
Faye King	1264 S. St Louis
[illegible]	217 S Cam[illegible]
Melody Mills	2733 W Adams
C [illegible]	3441. W Douglas

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Stephanie Berry	5748 S. St Louis 2
Warren Byrd	3507 W Douglas
Idearist Scott	1343 S Independence
Jeffrey Banfield	4209 W. Dickens
Tiffany Moore	3352 W. Douglas
[illegible]	3311 W Roosevelt
[illegible]	3556 W Congress pwy
Christine Willis	4053 W - Quincy
Tyrone McQueen	
[illegible]	5407 W. Le Moyne
[illegible]	4924 W. Potomac Chgo Il 60651
Karl L. Stockard	3720 W. Douglas
Acquinette Robinson	3346 W Douglas
Brigette Ferguson	3243 W. Douglas
Clark, Christina	

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
[illegible]	3531 W. Crenshaw
Damesla Lay	3509 W Douglas
Theodora Rice	1325 S. Christiana
Maria Brown	3338 W Adams 54
Darlene Burton	1325 S. Independence
[illegible]	3456 W 19th St
Latena [illegible]	1216 S. Christiana
[illegible]	4031 W. Gladys.
[illegible]	358 S. Lotus 3rd FLR
[illegible]	1531 S. Harding
[illegible]	3500 W. Madison
Rachelle [illegible]	1432 S St Louis Ave
[illegible]	3927 W. Fillmore
[illegible]	1414 S Homan
[illegible]	3514 W. 12th place
[illegible]	3528 W Douglas

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Sheila Donalds	3324 W. douglas
Berdia Commings	1340 S. lawndale
Jennifer McMahan	3636 W. Douglas
Patricia Duke	1316 S. Sawyer
Lisa Jordan	1133 S Central Park
Tianer Jordan	1133 S central park
Tamika Howard	2510 N. Linder
Dorothy Knight	3557 W. Douglas

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Dominique Robinson	
Jasmin Morris	1338 S. Springfield
Doris Davis	1524 S Kostner
Gwendolyn Davis	1513 S. Kostner
Albert Cassell	1833 S. Komensky
Tanka [illegible]	1431 S Karlov
[illegible]	4300 W. 16th St.
Annie McCune	1523 S. Pulaski
Carolyn Moore	1556 S. Pulaski
Nora Dale	1401 S. Bluelsland
[illegible]	1400 - S KARLOV
[illegible]	2930 W Hamilton
Sonya Conwell	4442 W. 16th
Arnold Hill	1631 So Cover
Cowana Kainge	4035 W. Harrisson
Willie McKinley	1315 Kolin

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Jennifer Williams	6808 S. Perry
Jermaine Washington	1433 S. Ares
LaTanya Washington	510 W. Belmont Apt 2410
Latisha Washington	1258 S Independence
LaToya Washington	1258 S. Independence
Nakila Williams	1645 S. Christiana.
[illegible]	2518 W Garfield
[illegible]	1232 So. Springfield
[illegible]	4250 W. 14st Apt
[illegible]	1110 S Francisco
Mary Hughes	1948 S. St. Louis
Margarita Rodriguez	6139 W. 19th Street.
Juanita Rodriguez	6056 W. North ave.
[illegible]	2436 S. Pulaski
[illegible]	4342 S. Washtenaw
Emma Harris	1357 S.

10/30/12

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Jessica Walker	1222 S. Harding
Luciana Walker	1222 S Harding
	2230 S Avers
Hannah Franke	1657 S. Troy
Jen Matthews	1256 S. Independence
	38 N. Central
Victoria Harvey	1228 S. Avers
	1217 S. Harding
	1225 S. Harding
Nicole Williams	1320 S. Karlov
	532 N Hamlin Ave
	4016 W Grenshaw
	146 N LATROBE
JEROME KINDRED	1936 S. TRUMBULL 4fool Ft
TAMEKA ROBERTS	1617 S AVENS
Crystal Creamer	1617 S. Avers

10/30/12
HENSON

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Veronica Washington	736 N Avers
Gyrianka Washington	734 N Avers
Jant Moore	1338 S Springfield
Chrystal Anderson	3943 W. 14th St.
Kiffany Davis	1318 S. Komensky
[illegible]	5243 W 19th
Michelle White	1311 S Avers.
Matthew Brandon	130 S. Sacarmento BLVD.
Laquada Howard	1252 S Independence
Kenneth Wilkins	3856 W. Grenshaw
Yannicka Seales	4340 W. 21st Pl
Flora Boldon	1323 S Komensky
Floyd Daniels	1323 S Komensky
Takeesha Davis	2134 S. Pulaski
Cheronnie Myles	1252 S. Karlov
DEMETRICE ISBY	1321 S. Independence 2W

10/30/12
HENSON

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Latoya Brown	2850 W. Fillmore Chicago IL 60623
Bonnie Washington	1330 S Hardin Chicago IL 60623
Janay Washington	1330 S Hardin Chicago 60623
Janet Johnson	4105 W Grenwash 60624
[illegible]	1205. S. Kolin Chicago IL 60623
Pierre Jones	1205. S. Kolin Chicago IL 60623
Teresa Conley	1218 W. Washtenaw
MARCUS BROWN	3042 W. Cullerton Chicago 60623
Mega Jones	1406 S Kerry 60623
Rodrick Smith	3447 W Madison 60624
Latasha Conley	1227 S Kildear 60623
[illegible]	4310 W. 14th St 60623
CATRINA WILSON	3819 W. Fillmore
Valerie Rogers	3819 W. Fillmore 60624
Tina Smith	1343 S. Springfield Ave. 60623
Robert Bolton	1453 SO. AVERS.

10/30/12
HENSON

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Demacio Frank	1323 S KARLOV 60623
Deavon Robinson	3600 17 3rd Ct. 60438
Lutheania Bailey	1323 S. Karlov 60623
Dyana Cobb	3720 W. 13th 3rd Fl 60623
Gloria Johnson	1339 S AVERS APT 1
Eiroy Locust	3643 W 14st Apt 2
Manya Kukland	1344 S SPRINGFIELD
[illegible]	4148 S. 13TH ST.
Shamata Mordican Shaw	1218 S. AVERS
Ricky Chapman	1832 S. Hamlin Bsmt.
Shirley Thurman	1348 S. Springfield
[illegible]	4241 W 21st Pl
Shantay Davis	1834 S Avers
Angel Stewart	3745 W. Douglass
Jennifer Cooper	1225 S. Harding
Lakesha Krici	3939 W. Fillmore

10/30/12
HENSON

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Patricia Knox	1306 S. Central Park
Robinetta Hicks	3810 w. Fillmore
Andrea Horton	1447 S. Springfield
Lametria Johnson	1832 S. Hamlin
Crystal Chambers	37 N Lockwood
Melody Jackson	3301 W. Flournoy
Natasha M. Reid	3353 W. Warren Blvd.
K. Williams	1235 S. Millard
Leyata Marshall	1423 S. Hoyne
Anthony Maxwell	1354 S Kedvale
Victoria Jenkins	3244 W. Walnut
Sandra Porty	3925 w grenshaw
Natasha	3726 W. Douglas
Latrice Huston	1310 S Komensky
Venice Huston	1255 S Harlov
Angela Kelly	1348 S. Springfield

10/29/12
HENSON

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Jennifer Williams	3726 W. Douglas Blvd APT 306
LaDarrel Byrd	3726 W. Douglas Blvd APT 306
Bonnie Washington	1330 S. Harding APT 2
Niara James	1052 n lavergne Ave
Tamara Presbre	1326 S. Avers
[illegible]	1338 S. Springfield
Naomi D. Franklin	1325 S. Springfield
Latonja Randle	1325 S. Springfield
Maria Byrd	3726 W. Douglas Blvd APT 306
Edgar Byrd	3726 W. Douglas BLVD 306
Felicia Darring	1248 S. Springfield
[illegible]	1217 S. Harding
Shaquita Darring	1325 S. Avers
Randy Darring	1219 S. Avers
Danyell Dunning	3859 W Grenshaw
Eulan Hatchett	1445 S. Karlov

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
[illegible]	644 N. Homan 2Fl
Dorothy Brown	4153 W Arthington
Theretha [illegible]	8048 S. Ingleside 3C
[illegible] Brown	1153 S Mason
[illegible]	3500 W. Gladys Bsmnt
Donnell Jordan	1151 W. More more
Carl Winters	3261 W Huppole Ch. IL 60624
Deana D Jordan Haughton	3709 W Arthington Chi, IL 60024
Dominique Hawkins	4002 W. Grenshaw
Jackie Williams	551 N. Lawler 60644
Carol Jordan	4132 W. Congress 60624
Amanda Mahey	1019 S. Springfield 60624
Retia Willis	1318 S. Independence 60624
Barbara Robinson	143 W Mason 60644
James Hayes	1436 S Lawndale
[illegible]	3158 W. Roosevelt / 60612

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
David James	1940 N. Whipple
[illegible]	1530 S Spaulding
Ryan Ray	1334 Kildare
Dominique Milton	1422 S. Keeler
Latonya Thomas	4123 W. WAShington
[illegible]	4042 W Wilcox
[illegible]	4823 W 15th Circle
[illegible]	3210 W. ARTHINGTON
[illegible]	4839 W. Fowler
Sonya Foster	3933 W Adams
[illegible]	4932 W. Ohio
Tyrell Carter	2837 W 139th pl
Carrie Ferguson	1455 N Lindon
[illegible]	1455 N Lindon
[illegible]	6708 Construction
[illegible]	1639 N Keating

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
	1415 S Harding Ave, Apt 102
	1325 So Avers
Odell Shankling	1325 So Avers
Idella Johnson	1318 S. Independence
	1225 S. Harding
	1312 S Harding
	120 [illegible]
	202 N. Lockwood
	4129 15th St
	1315 Lockwood
	3504 west Congress
	227 N. Central Ave
	2100 N Kostner
	5870 W LAKE

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Bernard EVANS	1411 S. Tripp
Malcolm ROSS	1457 S. Kedvale
Barbara Walker	1851 So. Komensky
Debbie Nargozian	343 S. Cicero Ave.

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Lisa Scales-Pugh	1823 So. Troy, Chicago Ill. 60623
Erica Williams	1930 S Spaulding ave
Larry Flowers	1656 S Troy
Andrea West	3040 W. Cullerton
[illegible]	1928 S Spaulding Ave
[illegible]	1806 S Troy
Maria Sanchez	2658 W. 21st pl
Thyra Jacobson	3048 W Cullerton
Juanita Watts	2000 S. Albany
Raquel Adams	3010 W 21st Pl 1st Fl.
Rachel Palomar	2142 S. ALBANY
Alexis Sullivan	1920 S. St. Louis 3Fl.
Piaskon Hatton	2115 S Harding 1F
Juanita Burks	3051 W Cullerton
Kelton M Webb	3350 W 19st Floor
Sheron Woods	1925 S. Troy

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Priscilla Smith	3825 W. VanBuren.
Leonna Harvey	3051 W. Cullerton
Rochelle Burks	3051 W. Cullurton
Andrea Talbert	1014 S. Indepence
Cottrell Pugh	1823 S. Troy
Walls Michelle	3001 W Cullerton
Akieya Huddleston	3017 W. Cullerton
Nancy McDeni	2812 S. Komesky
Ebony Hudges	741 N. Homan
Kelsey Garner	1827 S. Sawyer
Michelle Adams	2252 S. Whipple
Tannie Williams	30 30 W 21 Pl 1317
[illegible]	3048 W. Cullurton
[illegible]	3007 W. 19th St [illegible]
Shakla Branch	1931 S. Kedzie
Lilibeth Gorosticta	3114 W. Cermak

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
LaShonda Street	3035 W. 19th St.
Morris R[illegible]	2321 S. Troy Apt B
Cassandra Vaughn	825 S. Independence Blvd
Angela Brown	1846 S. Troy Apt B.
Richard [illegible]	2142 S. Albany
Toni [illegible]	2142 S. Albany
Juanita Collins	6635 S. Artesian
Christina Petty	3037 W. 19th
Kenneth Weston	1617 S Sawyer
Sweet Monroe	1939 S. Sawyer
Juanita Gary	1925 S. Spaulding
Lutisha Jones	2134 S, Trumbull
Martha Wallace	3131 W Douglas
Eva [illegible]	4432 S. Sawyer.
[illegible]	1846 S Troy St
Lisa Lees	1339 S. Christiana

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Ephataya Eler	3342 W. Ogden ave, #B Chgo, 60623
Stephanie Cleaser	1662 S. Troy
Aricah McGhee	1855 S. Kedzie Chicago Il. 60623
Jasia Dennent	1855 S. Kedzie Chicago IL 60623
Rochell Mitchell	5527 W. Washington IL. 60644
Shamelle Smith	3015 W. Cullerton 60623
Miriam Reyes	2526 W. 45th place 2nd floor front
Michelle Taylor	1423 S. Troy
Chrishonda Bryant	1802 S. Sawyer 2nd Flr.
Jeff Henderson	3041 W. Cullerton
Andre [illegible]	1843 S Kedzie
Debbie [illegible]	219 S. Central Park
[illegible]	1921 S. Central Park
Shannon Gates	1850 S Fairfield Ave
George Carter	2223 S AVERS AVE
Sabrina Pope	3055 W. 19th St

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Ronald Martin	3342 W. Douglas
[illegible]	6138 S. Archer Ave.
Tameshia Florence	1911 S Spaulding
[illegible]	1826 S Kedzie
Ellisha Nip	1629 S. Homan
Ruthie Blake	3001 W Cullerton St
[illegible]	728 Bellwood
[illegible]	3014 S. Cullerton
LATOYA HARRIS	3002 S. 19th
Katherine Brookins	1550 S. Hamlin
[illegible]	2144 S Albany
Lori Clark	1431 S. Karlov
Chanise Coleman	3533 W Grenshaw
[illegible]	5037 W. 19th St.
George Z. Woodrow	1913 S. Kedzie
Denise Riley	1939 S. SAWYER

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
[illegible]	1523 S Harding
[illegible]	1810 S. Hamlin
Danielle Davis	1621 S Harding
Patricia Rodriguez	3114 W 25st
Angel Brandon	1839 S Springfield
[illegible]	1630 S Hamil
Brenda Cossom	1647 S. Avers 1st
CORIE COSSOM	1647 S. AVERS BSMT
[illegible]	1434 S Hamlin Ave 1st fl
Clement Calcote	3943 W. Polk Street 1st Fl
[illegible]	1866 S. lawndale
[illegible]	3983 S. Cashpark
[illegible]	1542 S. Ridgeway
Anthony Freeman	1658 S. Avers
Shanta James	1546 S. Christiana
Monique [illegible]	1306 S. Springfield

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
[illegible]	5442 S Lawndale
Dena Alverge	1824 S. Springfield
[illegible]	2319 W Cullerton St.
[illegible]	7849 S Avers
Adriana Cordoba	6358 S Karlov.
[illegible]	1615 S. St. Louis
[illegible]	1637 S. Avers
[illegible]	959 W 51st St
[illegible]	1521 Springfield
Willie Franklin	1834 S Avers
[illegible]	1530 S [illegible]
Kiyada Beulah	1625 S. Harding
Carl Snead	1504 S Harding
Tatiana Jenkins	1863 S. Harding
Telaz Rodgers	1328 S. Kildare
Kenara Roy	2446 W. POLK

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Kelda Townsell	
Laneen Winch	319 S. Kilpatrick Chicago IL 60644
Theresa Hill	1603 S Avers Chicago IL 60623
Patricia Rodriguez	3114 W 25st
Terilyn R. Barksdale	1908 S. Springfield
Araceli Farias	2545 S Christiana
maria GRAJEDA	2736 S Trumbull
DOLORES JIMENEZ	2736. S TRUMBULL
Desiree Henderson	1830 S Kildare
Lorreal Henderson	1830 S Kildare.
Betty Henderson	1830 S Kildare.
Shaneka Dreden	1358. S. Tripp
Elvin Freeman	3838 W. 18TH St.
Angel Brandon	1839 S Springfield
Angel Alarcón	2617 S. Redvale.
MARIA López	2735 S KILDRE

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Katnoasa Hine / Katnoasa Hines	1650 S. Hamlin Chgo. Ill. 60623
[illegible]	1824 S. Ridgeway 60623
Janica Miller	1810 S. Harding
[illegible]	1519 So. Springfield
Jaime Gonzalez	2515 - Sur Kedzie
[illegible]	1921 S Harding Ave.
[illegible]	1541 So. Hamlin Ave
Malika Lawson	1853 So. Springfield
Belinda Flowers	1645 S. Lawndale Ave.
[illegible]	1645 S. Harding Ave
[illegible]	1801 S. Hamlin
[illegible]	248 N. HAMLIN BLVD
[illegible]	1506 S Ridgeway
[illegible]	
Norma Uscanga	4521 S. Spaulding.
Leola Mung	1526 S. Harding

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Linda Atkins	1502 S. Avers 2nd Fl.
Rosetta Townsel	1929 S. Avers 1st Fl.
[illegible] L. Carr	3127 N Cermak 2 Fl
Mary Wease	1603 S. Avers 1R
Margaret Bowie	3814 W Ohio
Susanna Phimmer	1919 S. Harding 2E
Raquel Sanchez	2844 S. Millard.
Benedicto Cortes	2836 S Lawndale
NANCY MENDOZA	2852 S HAMWLYN
Jonna Muniz	206 S Albany
Leonard Hunt	1530 S. Springfield
Jakesia Jackson	1818 S. Hamlin
Victoria Collins	1542 S. Harding
Shaneka Dreeton	1358 S. Trip D
Barbara [illegible]	1047 S Mayfield
Latanya Price	1555 S. Avers

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Salwana Williams	1817 S. troy
Mecka [illegible]	1877 S Ketzie
Yvonne Potter	1877 S. Kedzie
Joi Walker	1825 S. Troy St.
Daisy Vickers	1549 S. Christiana
Henry Brooks III	1801 S. Troy
Joe Whitmore	1832 S. Spaulding
[illegible]	1854 S. Troy St. 60623
Ida D. Walker	1825 S. Troy St. 60623
[illegible]	3001 W. Cullerton
Joyce Charles	1656 S. Hamlin Ave.
Rhonda [illegible]	1840 S Kedzie
DeMarco [illegible]	1800 S. Troy
S.A. Walker	1649 S. Troy
Tyrone [illegible]	1844 S. Troy
Desirae Benson	1901 S. Spaulding

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Willie Frazier	1816 S Kedzie
Tycresha Davis	1937 So. Spaulding
Constance Husband	1937 SO. Spaulding
Tyrone Davis	1937 SO. Spaulding
Tynisha Davis	1937 SO. Spaulding
Kenisha Husband	1937 SO. Spaulding
Latasha Carver	1937 SO Spaulding
Donisha Husband	1937 SO. Spaulding
YVETTE CARTER	3248 W 19th ST
Carmen Hardnick	3248 W 19th ST
Robert Kirkland	1630 S SAWYER
B Mann[illegible]	1849 S. KEDZIE 60623
Angel Lee	3037 W. 19th St.
Bernard Hays	1817 S Kedzie
[illegible]	1849 S Kedzie
Minnie Plunkett	1825 S Trox

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Frank Barrera	1820 S. Kedzie
James Thomas	1660 S. TROY
[illegible]	1456 S Troy
[illegible]	1821 S. Christiana
Reginald [illegible]	1836 S. SAWYER AVE.
Mrs C [illegible]	1849 S [illegible]
Jerry Lewis	1922 S. Albany
Sharon Banks	1852 S. Kedzie
Nicole Cnudup	1827 S Kedzie
Silesia Nichols	1940 S Drake
JOSHUA WARREN	1826 S. Kedzie
[illegible]	1636 S Albany
[illegible]	"
Deborah [illegible]	1806 So Troy
Loretta Patterson	1816 S. Troy
Jane McWard	1636 S. Albany Chgo.

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
	1820 S Sawyer
	3034 w cullerton
	1843 S Troy
	1807 S. Troy
	1815 S Christiana
	1833 S. Kedzie
	1845 S. Kedzie
	1846 S. Troy
	1848 S Kedzie
	1838 So. Sawyer
	1645 S Troy
	9211 S peoria st
	1827 S. Kedzie St.
	1407 S. KENNETH

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
	1817 S Troy
Robert Brown	1821 S Sawyer
Tierra Hutton	1823 S Troy
	1823 S. TROY
Johny Brown	1821 S Sawyer
	1819 S. Spaulding
	1805 S. Troy
Sheri Johnson	1821 S. Christiana, Chgo, IL 60623
	1821 S. Christiana
	1832 S. Spaulding, 60623
	3151 W HARRISON
	1651 S Troy St. IL
	3315 W. OGDEN CHICAGO IL
	3429 W. Lexington
	1855 S Kedzie
Robert Tennent	1855 S Kedzie

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Shirley Stanton	1684 S. Albany Chgo 60623
Vera Moore	1843 S Troy
Debra Smith	1654 S. Albany 60623
Tammy Green	1641 S. Trumbull Ave
Brandon Davis	7251 S. South Shore Drive
Thomas Sallis	1857 S. Karlov 60623
[illegible]	3051 S Cullerton 60623
Lovie Harvey	3051 S. Cullerton 60623
Rita Nelson	1852 S. Albany 60623
Marlon Marshall	1812 S. Troy
David Watson	1645 S. Troy
Lataya Harris	3005 W. 19th 60623
[illegible]	2115 S Harding 60623
[illegible]	1843 S. Kedzie 60623
Takeesha Hosley	1818 S. Kedzie 60623
Justin Fulton	1821 S Rawyer Ave

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Latanya Jones	1857 S. Troy
[illegible]	4946 W. Jackson
Sheila R. Gilmore	4342 W. Washington
W M Potter	1809 S. Troy
Jerome allen	1848 So. Kedzie
Arlene Scales	1820 S. Sawyer
WALTER Scales	1820 S Sawyer
[illegible]	1806 S Troy
[illegible]	3637 W. Carmak
Tukenya Alexander	3034 W Cullerton
Evelyn Walker	4207 W. Cullerton
[illegible]	3005 W 19th St
[illegible]	1645 S. Troy
[illegible]	1645 So Troy
[illegible]	1645 S. Troy
Harold B. Warren	1826 S. KEDZIE AVE

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Rose [illegible]	3352 W. 19 St
Joni Johnson	3352 W 19 st
[illegible]	3009 W. 19 ST
Chandra [illegible]	1903 S. Spaulding
[illegible]	P.O. BOX 23102 60623
Rosalind Young	1839 So Troy
Joseph Kelley	1829 S. Troy
Perlene Mitchell	1829 S. Troy
[illegible]	1823 So Troy
[illegible]	1833 S Troy
[illegible]	1852 S. Troy
[illegible]	1852 S Troy
James H. [illegible]	1830 S. Sawyer
Jason R. Jackson Jr.	1649 S. TROY
Vivian Green	1811 S TROY
Vanessa Barnes	1805 S. TROY

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Ozzie Baynes JR	1805 S. TROY
Betty J. Baynes	1805 S. TROY
Derrick Knight	1924 S Albany
Krista Lares	1919 S. Christiana
Gloria Huddleston	3017 S. Cullerton
Virgie HUDDLESTON	3017 S. CULLERTON
IRene HUddleston	3017S CULLERTON
margarte Huddlleston	3017 S CULLERTON
Berry Huddleston	3017. CULLERTON
Terry Huddleston	3017. CULLERTON
Charles HUDDLESTON	3017. CULLERTON
Joycelyn BROWN	1663 S TROY
CARL Parker	1663 S. TROY ST. APT. 1
Tanya Huddleston	3017 S Cullerton
Tracy HUDDLESTON	3017 SCULLERTON
ebony Williams	3017 S/Cullerton

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Jan Nicole Huddleston	3017 S Cullerton
Sheila Mayla	3606 W ~~Roosevelt~~ Douglas
Michelle Mayla	1234 S Millard
Mildred Mayla	710 S Central Park
Melissa Mayla	1501 S Central Park
Tyana Mayla	1254 S Central Park
Felicia Mayla	4201 S Drake
Kim Mayla	1501 S St Louis
James Mayla	3602 S Greenshaw
Jeremy Mayla	2101 S Albany
Barbara Mayla	1902 S Kedzie
Ricky Mayla	2101 S Lawndale
Jerry Mayla	3636 S Homan
Brandon Tribble	1817 S Kedzie
Darrell Williams	3009 W 19th
Eric Williams	3009 W 19th

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Sallie Stiger	1651 S. Troy
Leonard Stiger	Same 1651 S Troy
Marge Johnson	1811 So. Troy St Chicago Ill
Chemike McShee	1218 S. Harding Chicago IL
Shavonda Watson	1917 SO Sawyer
[illegible]	1846 S Kedzie
Katrina Dorsey	1656 S. Troy
Bernad Tribble	1817 S. KEDZIE
[illegible]	1651 S. Troy
[illegible]	1923 S. Sawyer
Tasia Johnson	1518 S. Sawyer
Deborah [illegible]	1832 S. Spaulding
Wanda Wilson	1543 S. Sawyer
Michael Johnson	1855 S TROY
Nelson Terry	1843 S. Troy
Delores Willingham	3001 W 19th St

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Bertha L. Stewart	3007 W. 19th St
Antoinette Latak	1802 S Troy.
[illegible]	1821 S. Christiana
Judy Allen	1823 S. Troy
Bill Austin	1541 S. Spaulding
Benny Shaw	1818 S. SAWYER
Latasha Dudley	1840 S. Sawyer
[illegible]	1845 S Spaulding
Kevin [illegible]	1923 S. Troy St
Curtis Sorrell	1513 S. Harding
Yvette Miles	1851 S. Troy St.
Judith Mitchell	1857 S. Troy St.
June Bell	2905 S Spaulding
Latasha Simmons	1845 S. Spaulding
Ernestine Kimbrough	1845 S. Spaulding
Donald Thomas	1660 S, TROY

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
[illegible]	1854 S. Troy Chicago, Il 60623
Ida Mae Walker	1825 S. Troy Street Chg Ill
[illegible]	1823 S. Albany
Dorothy McGregor	1848 S Kedzie
CHRIS McGregor	1848 S Kedzie
Charlotte Harper	1816 S. Kedzie
Armando Osiomita	1846. S Sawyer
Zonana Hunker	3248. W 19th
LUKE GARRISON	2106 S. Spaulding
Stephen Abbott	3348 W. 19th Str
Jessie Mackey	3348 W. 19th Str
Gola Mackey	3348 W. 19th Str
MILES CRENSHAW	1802 S TROY ST.
CARROLL, NECOLE	1838 S SAWYER
Mazella Bracey	3030 W 19th Street
[illegible]	1686 S Albany

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
	1512 S. Komensky
	1827 S. Kedzie
Marcus Rodney	14395 S. Troy
	1844 S. Troy
	1835 S Troy
	1667 S TROY
	1922 S TROY
Marissa Lenard	1855 S Kedzie
Monique Caldwell	1855 S. Kedzie
Heath Allen	1878 S. Keedzie
Brenda Allen	1823 S. Troy
Donnie L. Booker	1815 S. Christiana
A. Watson	1940 S DRAKE
Jenny	1866 S Kedzie
Carmella Hotchett	1858 S SAWYER AVE
	1838 S. Sawyer

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Alesia Wade	1866 S. Keeler
Victoria Joyner	3125 W. Douglas
[illegible]	4207 W. Culleton
[illegible]	1857 Sterling
[illegible]	1819 S Christiana
[illegible]	1849 S. Troy
Dominique Woods	3009 S 14th
[illegible]	3009 W. 19th St.
Jeffery Pearson	1836 S. Sawyer
[illegible]	1680 S. Albany
Brewer	2858 W. Arthington
[illegible]	1821 S. Christiana Ave
Tasha Johnson	1833 S. Sawyer ave
[illegible]	1838 S. Sawyer
[illegible]	1658 S. Albany Ave
[illegible]	1847 S. Spaulding

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Marcia L. Wilson	1655 S. Troy
Carla Campbell	1819 S. Troy
[illegible]	1838 S. Drake.
Mershon Marshall	1812 S. Troy
Karuati Oats	1827 S. KEDZIE
John Allen	1812 S. TROY
Sanitra Laird	3116 W. Arthington
Ray Woods	1618 S. Troy
[illegible]	3144 W Arthington
[illegible]	1835 S Spaulding Ave.
[illegible] Horsly	2010 W. Warren
Dominique Gee	5048 W. Washington
[illegible]	4432 W. Rice
Moses C. Dates	1833 So. Kedzie
Harry [illegible]	1825 So Troy
Josephine Cook	1830 S. Kedzie

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
LaShonda Street	3035 W. 19th St.
[illegible]	452 N. Lawndale
Rudy Pegler	1822 S. Troy
Tunesha Hogan	1838 S Sawyer
Robert Carroll	1838 S. Sawyer
Montell Brown	2709 Judith dr. Champaign, Ill 61821
Louise Tanner	1847 S. Spaulding
Adriana Gonzalez	2411 S Centralpark. 60623
Tyrestia Fanders	1843 S. Kedzie
Chapels Bonnar	1832 S. Troy
Andrew [illegible]	1827 S Kedzie 60623
Martha Carroll	1838 S Sawyer 60623
[illegible]	1543 W. Chicago Ave. 60642
Richard [illegible]	2142 S. Albany 60623
Toni [illegible]	2142 S Albany 60623
Sandra McGregor	1848 So Kedzie

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
	1850 South Kedzie
	1852 S. Kedzie
	1844 S. Troy
	1844 S. Troy
	1856 S. Sawyer
	1807 S. Troy #3
	1932 S. Troy 3B
	1831 S Kedzie
	1862 S. Kedzie
	1662 S. Troy
	1843 S. Troy
	1843 S Troy
	1655 S. TROY
	1655 S. Troy
	1914 So. Troy St
	1914 S. Troy St

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
[illegible]	1801 S Kedzie CHI 60623
Tony Walker	1814 S. Troy 60623
[illegible]	1874 S. Kedzie 60623
Alecie Summers	10538 S. Yates 60617
[illegible]	1802 S. TROY 60623
Lola D Nichols	1885 S Troy 60623
[illegible]	1819 S Troy 60623
[illegible]	1815 S. Christiana #1
Ametra McGhee	1855 S. Kedzie
[illegible]	1820 S. Spaulding
Elijah Vanreen	1834 S. Troy
Valerie Warren	1826 S. Kedzie
WAVERLY WALKER	1839 S. TROY
[illegible]	1817 S. Troy
[illegible]	1825 S. Troy
C. [illegible]	1833 S. Kedzie

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Sekie Banfield	1846 S. Sawyer
Rachelle Banfield	1846 S. Sawyer
Miriam Johnson	1811 S. Troy
Demetris Davis	1847 S. Spaulding Av.
Isarah Durham	1845 S. Spaulding
Kim Patitucci	1855 S. Troy
Lisa Brown	2709 Judith dr. Champaign. Ill. 61821
[illegible]	3336 W 19th St 60623
Helen Randle	1817 W. Troy St 60623
Alana [illegible]	1620 So. Albany 60623
[illegible]	1657 S TROY 60623
Robert L. Cayada Jr.	3414 W. Polk St. 60624
Sabrina Winston	1827 S. St. Louis 60623
Elaine Carter	1866 S Rodney
Rachelle Adams	3010 W. 21st place Apt#1 60623
SHIRLEY BUNKS	30 S/W. Cullerton St

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Dominique Ashford	322 S. Kostner Apt # 1st
Rosemary Lacey	1636 S. Avers Ave. Apt. 1st E
Francheska Wilkerson	1506 S. Harding
[illegible]	1654 S. AVERS
[illegible]	1654 S. Avers
Calvin [illegible]	1517 S. Halmin
Teresa Gates	1854 S. Ridgeway 1st Fl.
[illegible]	1647 S Avers Bsmt
Stacey Ellens	1431 S. Avers
[illegible]	1916 S. Hamlin

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Susana Barrera	2352 ~~3059~~ S LAWNDALE
~~Leslie~~ Erika Diaz	2838 S Avers.
Raquel Sanchez	2844 S Millard.
Warren Jenkins	1336 S Springfield
Julio Jacome	3528 S California Ave

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Adrienne Johnson	1631 S. St Louis
Joseph E Blakely Jr	3406 W. Lexington
Renata J. Johnson	3631 West Dickens
Betty A Gr[illegible]	3508 W. Ogden
Phyllis M Smith	3406 W. Lexington
Darren Tellen	1408 S. Keeler
Tameka Thomas	1647 S. California
Nancy Longmire	3508 W. Ogden
Renata J. Johnson	3631 W Dickens 1A
[illegible]	1951 S Trumbull
Leticia Johnson	1631 S. St. Louis
Rachel [illegible]	3508 W. Ogden
James Kimbrough	1858 S. Springfield
[illegible]	3444 W. 12th Place - 2nd Fl

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Trish Bryant	
Tesha Myles	1129, S Richmond
Dominique [illegible]	4951 W Fulton
Farell [illegible]	5946 S. Indiana
Sharon Spearman	1217 S. Avers
Michelle [illegible]	1910 S. Albany
Angela Patton	2214 S. Kildare 1st Chicago Il
Damarius Peters	1910 S. Albany
Matthew Burnebo	817 S. California.
Apricia Brandon	817. S. California
Lee Bin[illegible]	3405 W Washington
Helen Patton	3213 W. Warren
Precious Hal	847 N. Kolin
Ashley Tucker	1303 S. California
Irene Eghnam	1255 S. Fairfield.
Nateshia Bryant	1118 S. California Ave

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Sophia Moore	2106 S. St. Louis
Latasha McGhee	1855. S. Kedzie 2#
Ronald Jones	2541 W Arthington 1#
Ernestine Warren	2611 W. Ogden 2 floor
Jarrett Turner	1049 N. St. Louis
[illegible]	1365 S. Fairfair
[illegible] Powell	3504 W. Congress Parkway
Shaneka Harrison	817 S California 2#
Rose Clark	2433 W Lexington
Nisha Williams	745 S California 60612
L. [illegible]	~~[illegible]~~ P.O. box 12583
M. [illegible]	1219 S. Central Park
Michael [illegible]	3708 Village Dr 60429
Crystal Wallace	2856 W. Roosevelt Road
[illegible]	1249 S Fairfield
~~[illegible]~~	~~[illegible]~~

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Shewanda Macklin	1308 S. Washtenaw Chicago IL 60608
Shuka Hill	1116 S. Sacramento 111
Kenton Ricks	1242 S. Sawyer 1st Fl
Eddie Macklin	1308 S. Washtenaw
Lisa Bibbs	1108 S. California Ave
Paris Miller	1308 S. Washtenaw
Maria Napoles	1351 S. California
Sharon Spearman	1235 S. Washtenaw
Renee Sage	3212 W Diversey
Shanece Barnes	1124 S. Richmond
[illegible]	2645 W 12th Place #302
Michaela Williams	8209 S. Marshfield
[illegible]	1318 S. Killdela
Triondus Suggs	5842 S. Shields Chicago Il 60621
[illegible]	1749 N. Central Ave
Claussa Kiel	1846 S Komensky

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
[illegible]	3656 W [illegible] Apt 2A
Pamela Givens	2750 W. Roosevelt
Dhenique Phipps	1118 S California
Robert [illegible]	223 E MARQUETTE
Brandon Williams	725 N. Trumbull 60624
Labria Washington	4511 W. Wilcox
[illegible]	4511 W. Wilcox
Yolanda Williams	1668 W Adgen #214
Pradonna Powell	2221 S Springfield
TAMMIE BINION	14157 E 3000 S Rd
[illegible] Smith	1107 S Mozart 60612 1 Front
[illegible] Herrera	817 S. California
[illegible]	4091 W Roosevelt
[illegible]	747 S California
Crystal Green	2833 W Polk
Topeka Washington	2438 W. Arthington

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Cyprian Green	2833 W Polk
Ava Burton	3426 W Kalrad
David Howard	1132 S [illegible]
Denise Essex	5702 W Race
Lakesha Garrett	2916 W Polk
Tajwonya Garrett	2916 W Polk
[illegible]	3125 W Douglas
V. Crawford	1256 S. Washtenaw
Errontina Jackson	1131 S Mozart
Sherell Washington	1128 S. Francisco
Rubbie Davis	3504 W. Congress PKWY
Nellie Latimer	2750 W. Roosevelt
Jasmine Williams	3018 W Lexington 1st Floor
Yashica Brown	1507 S Homan
Ella Davy	2706 W Fillmore
Lisa + Gregory Seawood	1119 S. Mozart St. Apt. 3F

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Katherine Moore	1306 S. Fairfield
Venus Washington	1520 S. Komensky
Jessica Jeeves	2752 W. 14th
[illegible]	2440 W. Arthington
Marshall K.	258 S. Washtenaw
Octavia D Jackson	2620 W. Cermak Rd.
Kecaya Carter	2357 So. Homan
Joyce Downes	3705 W Ohio
Milton Taylor	1131 S Mozart
Clementa Winfield	1250 S. ALBANY
L. Mitchell	P.O. Box 12583
D. Williams	1345 S. Fairfield apt 2
E. Black	3705 W. OHIO
Joshua Fuchs	2750 W Roosevelt
Kimberly Mason	1124 S Richmond
Arenteanis Harris	1119 S. Mozart

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Brigitte Lowe	3333 W. Palmer
Frillie Paul	3333 W. Palmer
[illegible]	1319 S. Fairfield Ave #202
Shirley Washington	1360 S Fairfeld AV 302
[illegible]	1142 S. Francisco
Lataya Houston	746 S. Kilbourn
Jo Beana Perry	1123 S. Sacramento
Shemecka Hicks	3609 W. Grenshaw 1st
Shonita Hicks	3609 W. Grenshaw 1st
Mia Applewhite	3601 W. Grenshaw
Michael Handford	2308 W. VANBURNE
Latasha Nelson	1131 N. Harding 2nd Flr
Keith Stevens	1338 S. Springfield
[illegible]	1614 S. Springfield
Angela [illegible]	1614 S. Springfield
WILLIE T LINDSEY	

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Katrina Thomas	3601 W. Grenshaw
Katrina Hilliard	3217 W. Douglass
Shirely Dixon	1327 S. Fairfield
Tyrell Dixon	1301 S. Fairfield
Lutha Reed	1302 S. Fairfield
Donell Reed	1307 S. Fairfield
Dapoma Radcliff	1332 S. Fairfield
Tashema Williams	1309 S. Fairfield
Shamire Williams	1309 S. Fairfield
Allen McNary	1307 S. Fairfield
Dowan Flemings	1301 S. Fairfield
Willie Talbert	1312 S. Fairfield
Michael Lowery	1313 S. Fairfield
Shorita Powell	1342 S. Fairfield
Erica Carter	1330 S. Fairfield
Vernetta William	1330 S. Fairfield

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
FREDDIE HOPKINS	5806 W. Washington
DEVORA DORSEY	3310 W. MADISON
BERTHA DORSEY	241 N. Sacramento
TAMESICA BROOKS	241 N. Sacramento
TYRELL DORSEY	241 N. Sacramento
EARL DORSEY	241 N. Sacramento
CORRETTUS Brooks	1309 S. FAIRFIELD
Calvin Dorsey	1309 S. FAIRFIELD
Jarmayan Williams	1311 S. FAIRFIELD
Janiece Williams	1311 S. FAIRFIELD
Roncela Williams	1844 S. Ridgeway
Marvin HARRIS	1844 S. Ridgeway
Anthony ARE	1309 S. FAIRFIELD
Shannon Soloman	3609 W. Grenshaw
Keisha Soloman	3601 W. Grenshaw
Willie THOMAS	3603 W. Grenshaw

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Patricia Shannon	2640 W. 13th Apt 201
Kenneth Tidplett	2640 W 13 Apt 201
Debra Bailey	3005 W. Washington Blvd.
Maraual Bailey	3005 W. Washington
Tevin Lee	3006 W. Washington
Quentin William	2447 W. Flournoy
Shanta William	2447 W. Flournoy
Marshay William	2445 W. Lexington
Shante Webster	2442 W. Lexington
Ranetta Hopkins	3210 W. Madison
Mark Rogers	5806 W. Washington
Carmen Lopez	1340 S. Fairfield
Maurice Barnett	1256 S Throop
Ranshecia Kemp	3230 W. Madison
LEE Corswell	2719 W. Flournoy
Curtpatrick Henderson	2719 W. Flournoy

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Mary Taylor	3213 W. Warren blvd.
Maurice McClendon	3213 W. Warren blvd.
Tatiana Sallis	
Lucy Dixon	1639 S. California
Shermayne Sturdivant	1315 S. Fairfield
Bertha Dosey	2911 S Sacramento
Amanthea Robinson	1736 S. Washtenaw
Mary Carol	6643 S Loddott
Demetrius Williams	127 N Lecaire
Kimberly Jones	4153 W. Arthington St
Chrisstown Smith	3657 W Douglas
Daryalta Gray	4329 W. Wilcox
Francis Smith	4329 W Wilcox 1 fl
Kenyatta Smith	7805 S. Shore
Christopher Smith	4329 W Wilcox
L. Gill	

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Willie Barber / Security WYNA	3900 W. Monroe
Kenya Bernard	1141 S. Francisco
Margaret Birks	1247 S California
[illegible]	1525 S. Kolmensky Ave.
Theresa Hearn	3504 W. Congress
Suzette Baritte	1703 Madison
Cynthia Wright	38 N. Parkside Ave.
[illegible]	1332 S Washtenaw
Shacosson Davis	1307 S Lawndale
Kemurene Williams	4335 S. Dearborn
Ida Graham	5729 S. Wilcott
Mary Smith	3657 W Douglas
Shakita Walters	1133 S. Sacramento
[illegible]	1222 S. Washtenaw
[illegible]	1222 S. Washtenaw
Lyrone Hines	1221 Fair Oaks

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Shaquona Boyce	3527 W. Flournoy
[illegible]	1318 S Washtenaw
[illegible]	3714 W Grenshaw
FARINA Dorsey	3609 W. Grenshaw
Tommye Albright	2640 W 13 Apt 102
Sharon Moore	1300 S. Fairfield 1E9
Natasha Martin	1215 S. Fairfield
Shuntae Arteberry	4850 W. Adams apt. 201
Amanda Mills	1807 E 71st Pl. Apt. 3
Donald West	1304 S. Washtenaw #201
Bobby Green	1251 S. Fairfield Apt 3rd
Edrina Robinson	127 N. Central
Dana Robinson	2733 W. Lexington
Barbara Green	1543 S. Sawyer
Shanita Mullen	1922 S. Lawndale
[illegible]	

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Frankie Hamilton	1049 N. St Louis
[illegible]	1341 S. Fairfield 1 Flr
Warnisha [illegible]	1341 S Fairfield 3 flr
Gregory & Lisa Seawood	1119 S. Mozart St 3 fl
Kataya Smith	4329 W Wilcox
LaGerna Boyd	620 S. Lawndale
Delois Hawkins	1852 South Kedize
Annessa Morris	3436 W. 13th place
J. Barrett	1333 SO. TALMAN
D. Donerson	1317 S. Fairfield Apt 1
Dorothy Weller	718 N Trumbull Ave 1 Floor
Mishela White	1910 S. Albany
Pamela West	5915 S. ADA
Johnnie [illegible]	2950 W. Roosevelt Rd
Jarvis Williams	4645 W. Maypole
Sarwith [illegible]	1303 SO. California

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Lagenia Washington	
Vallary Pearson	1066 W. 14th street
Penelope Jackson	1350. S. fairfield
Rena Jones	1240. S. Fairfield
Tajuana Bates	~~Ø~~ 1247 S. California Ave #3
LaToya Gibbs	1338 S. Marengo ave Apt 2
Kojauna William	2719. S. Polk
Sekesia Lord	2719 S Polk
Jessica White	3651 W Flournoy
Patrick Taylor	2944 W. Fillmore
Lashune Agnew	1117 S. Richmond
Dark Cross	1249 S. Feild?
Marlette Bailey	~~113~~ 1110 S. Fransico
Ladonna M. Powell	2221 S Springfield
	4554 S. Drexel
Robert D. Watson	1152. S Mozart

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Shawana Jones	1300 S. Washtenaw #302
Dominique Cohen	4310 W. Flournoy
Paris Washington	2944 W. Fillmore 2
Sapmine Eatman	1219 S. Hillard
[illegible] (Greg Staszko Psyd.)	1500 S. California
Jay Chester	1245 S. California
Chalanta Nelson	3020 W. Flournoy
Derrick Gary	1814 W Kildare
Vera Moncan	3000 W Polk St
Barbara Jean Jones	1134 S. Central Park
Charlotte Wilkins	1140 S. Francisco
Samuel Sanchez	1140 S. Francisco 2nd floor
Michael Jones	4403 W Madison
Monique Moore	4403 W Madison
William [illegible]	1357 S California
Robert [illegible]	1253 California

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Della Shundra Booker	1304 So. Fairfield Ave.
Louis J Lane	2738 W. Polk
Latara L. Lane	2738 W. Polk
Travan White	1309 S. Fair Field
Olivia Logan	1922 S Lawndale
Laticia Williams	1658 S. Ridgeway
Deborah Williams	649 N. Spaulding
Dominique Bradley	4746 W. Maypole
Devora Dorsey	1309 S. FAIRFIELD
CURTIS Dickerson	1309 S. FAIRFIELD
Rapheal Arteberry	3534 W. Chicago
Shanquella Scarelli	7200 S. Hermadige
Evelyn White	3925 W. Gladys
Sheila Gary	1814 S. Kildare
[illegible]	1222 So. Washtenaw

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Angela Gordon	3656 W Huron (Dvorak)
Steven Spoon	1645 S. KARLOV AVE.
Freddie B Bradley	3832 Fulton St #1
Rodney Johnson	1848 South Lawndale AVE
Myisha [illegible]	1821 S. Central PK.
Jerika Rogers	1655 S Ridgeway
Resha Payne	1617 S. Central Park
Antoinette Bell	1849 S. Drake
Emmanuel Bell	1849 S. Drake
Nina Mitchell	3426 W. Douglas
Erica Campbell	3130 W. Polk St
Latonia May	1340 S. Lawndale
Katrina Butler	1633 S Central PK
[illegible] McGee	5416 W. Washington
Raquel Newson	1526 S Central PK Chicago IL 60623
Lamika Miller	23 N Lotus Chgo IL 60644

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Contess McKinney	1509 S. Kedzie
Michelle Yarbrough	1428 S. Homan
Dominique Hudgens	
Lisa Russell	1868 S. Millard
Shaneka Durdin	1358 S. Tripp
[illegible]	1443 S Drake
Robert [illegible]	3615 W. 16th
Anita Clandening	1417 S Millard
Sharon Rice	510 W. Belmont
Chuki Morris	1423 S Centpark
Tamara Drisdell	5422 W. Jackson Blvd
Natasha Reccord	2501 S. California
Katrina Davis	1510 S. ST Louis
Jacinta Woodring	1812 S Millard
[illegible]	1929 S Trumbull
[illegible]	1836 S Drake

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	~~ADDRESS~~
[illegible]	3404 W. 26th St.
[illegible]	1505 S. Kedzie Ave
[illegible]	1909 S. Spaulding
Karine James	1910 S. Ridgeway
[illegible]	1605 S [redacted] Drake
W.J. Martin	1830 St Louis
[illegible]	313 N. Central Park
[illegible]	1945 S. Drake Ave
Elona Bell	3926 W Flournoy 2nd Flr.
Roxie Baker	1608 S. Millard
Ronald Jamison	1608 S. Millard
Brenda McKenzie	7607 S. Sawyer 2nd
Barbara Robinson	151 S. S. Lawndale 1st 737 N. Christiana St.
Jawanis McGraw	5416 W. Washington
[illegible]	4050 W. Adams
[illegible]	1552 So. DRAKE AVE.

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Monique Washington	1541 S. Central Park
Catrina Moore	6019 S. Lathrist
Gladys Lawson	1922 S. Troy
Patricia Graham	1926 S. St. Louis 1st Floor
Elone Bell	3926 W Flournoy 2nd fl.
Maria Harris	1829 S Central PK
B. Barney	1636 S Central Pk
Crystal Bergeman	1651 S. Homan #2
Kitty Stanley	4104 W. 21st Place
Jerry Patterson	321 W 59th pl 60621
Ramona Hubbard	1628 N Linder
Sharon Rice	510 W. Belmontaire
Michelle McKnuckles	235 S. Kostner
Shalonda Brooks	1863 S. Central Park
Zenaida Yonder	1546 S. Christiana
Conella Beasley	1851 S Lawndale

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Bonnette Jernigan	1620 S Millard
[illegible]	5424 W. 26th SO
Kenya [illegible]	1649 S Trumbull
Rhonda McGraw	1450 N. Sedgwick
Melinda Hunter	4338 W. Washington
[illegible]	1862 S Central Park
Towanda Yates	1813 S. Ridgeway Apt 3
Darnisha Graham	1926 S. St. Louis
Lisa Washington	313 N Central Park
Clarice Mapson	3637 W. Cermak
Anthony McNulty	3637 W. Cermak
Andrea Jackson	2118 S. Harding
[illegible]	2331 S. Millard
Connie Martin Sims	432 N. Lawndale
Margaret Bryant	1506 Central Park
Kimmie Brown	1540 S. Drake St

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
	1926 S. Lawndale
	1622 S. Drake
	1655 S Ridgeway
	1857 S. Lawndale
	1309 S Independence
	1428 S. Central Park
	3639 W. Cermak
	1513 S Trumbull Ave
	1644 So St Louis
	1542 S. Lawndale
	1548 S. Drake
SHANNON ADAMS	1552 So. DRAKE AVE.
MYA JONES	1650 S. St. Louis
	1339 S. Avers
	3704. W. Lexington
	1650 S. Komensky Ave

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Connie Martin Sims	432 N. Lawndale
Jameko McGill	1340 S. Homan
Donnica Calvert	3605 W 18th
Ashley Bell	1654 S Hamlin
Antoinette Hunter	4050 W. Adams
Felicia Munnage	3556 W 15th
C. Gipson	1529 S. DRAKE
Kenyatta Ray	1812 S. Millard Ave
Antoinette Johnson	2900 S. State
Laquita Collins	3550 W. 15th St
Darius Smith	1813 S Central Pk
Fatima Martin	1926 S. Central PARK
Emory Wolkerson	5154 S. Bishop
Denise Smith	1330 S. Harding
Sara [illegible]	1905 S. Millard
Latonia Mray	1340 S. Lawndale

The Parents and Community of North Lawndale

In the best interest of the parents, children and community in North Lawndale, we are requesting that no action is taken on Chalmers Specialty, Crown Elementary, Dvorak Technology, Frazier International Magnet, Henson Elementary, Hughes Elementary, Lawndale Community, Mason Elementary School, Penn Elementary, Plamondon Elementary and Pope Elementary Schools and that they remain open as neighborhood public schools.

We further indicate that North Lawndale has an adequate number of Charter schools to allow parents to exercise our school choice right. We are requesting a moratorium on the opening of additional Charter Schools in the North Lawndale Community.

SIGNATURE	ADDRESS
Rhonda McGraw	1450 N. Sedgwick
[illegible]	1609 S. St. Louis
Zena Jackson	1813 S. Central Pk
Anthony McGraw	5416 W. Washington
Tawaris McGraw	1852 S. Avers

To: Barbara Byrd-Bennett
Chief Executive Officer of CPS

From: The Parents/Guardians of Chalmers Elementary School Students

Date: February 21, 2013

Subject: **"Keeping Chalmers Elementary School Open"**

The parents/guardians of Chalmers Elementary School are petitioning to ask that Chalmers remain open. Reason being is that the majority of the students that attend Chalmers come from the Safe Heaven Shelter, low-income single-parent family homes. If Chalmers closes, our student's will be removed from the environment in which they can currently relate to. When faced with relocation from the shelter, the school clerk assists us with our transportation rights to ensure safety and stability for our children to and from Chalmers. This service prevents students from having to relocate to other schools.

We feel welcomed, secure and mainly respected regardless of where we live. The staff of Chalmers makes us feel appreciated and accepted. Since being at Chalmers, we don't feel that our children are in harm's way. There has never been a gang related incident or gang problem at Chalmers School. Our principal, Dr. Nolen is on point with security and safety for our children at Chalmers and we feel that is a major plus as a parent.

In addition, the principal, the faculty and staff, as well as outside contributors are very supportive in providing the students with necessary items needed such as uniforms, coats and school supplies our family may need. These services are a tremendous help to many of our parents/guardians because it alleviates some of the burden off the less fortunate in need of assistance. And for this service, we the parents/guardians are truly grateful and appreciative. The school provides extra -curricular activities such as roller skating, Dave and Busters and Old County Buffet, etc. The students get to experience pleasurable activities that they don't get to attend due to their current living situations.

Also, in speaking with the principal, Dr. Kent Nolen, his goal for the students of Chalmers is to provide a quality education to our students to enable them to become productive members of society and also afford them an opportunity to experience education at a higher level. Dr. Nolen believes that if the students achieve the required goals in elementary school, which are being taught at Chalmers, our students should excel through high school without incident.

To conclude, with that being said, again the parents/guardians of Chalmers Elementary School are petitioning to request that great consideration is given regarding keeping Chalmers Elementary School open.

Thank you in advance for consideration regarding this matter.

Parents/Guardians & Community

2013 Petition Form

Keeping Chalmers Elementary School Open"

No.	Parent/Community Signature	Address
1.	[illegible]	2440 W. Arthington
2.	Gerald E Kelton II	1127 S. Francisco
3.	Sharon Spann	1235 S. Washtenaw
4.	Tyone Cook	4554 S. Drexel
5.	Latya Smith	
6.	Matthew Brooks	817 S. California
7.	Mary Smith	3657 W Douglas
8.	Mary Nelson	1233 S. Fairfield
9.	Carrie Thomas	4554 S. Drexel
10.	Nia Applewhite	3603 W. Grenshaw
11.	Tatea Reed	1233 S Fairfield
12.	Sarah Griffin	1323 S. Fairfield ave
13.	Mary Williams	3300 W. Polk St.
14.	Dorothy Wells	718 N trumbull ave
15.	Floyd Tillis Jr	5247 S Richmond
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		

Parents/Guardians & Community

2013 Petition Form

"Keeping Chalmers Elementary School Open"

No.	Parent/Community Signature	Address
1.	Louis J. Lane	2738 W. Polk apt 2 Chicago, IL 60612
2.	Michael Jones	1438 S Sawyer
3.	Kenya Bernard	1141 S. Francisco
4.	Barbara Green	1543 S. Sawyer
5.	Charlotta Nelson	3020 W. Flournoy
6.	Yolanda Williams	1668 W. Odgen Ave
7.	Marlitta Barley	2517 W. 69th -1110 S Francisco
8.	Precious Herron	817 S California
9.	[illegible]	1330 S Washtenaw
10.	Fannie R. Jones	5447 W. Walton Chicago Ill.
11.	JoAnn White	4633 W. ERie Chicago ILL
12.	Latonya Childers	2704 W. Flournoy Chgo IL 60612
13.	Rapheal Arteberry	1116 S. California
14.	Theresa Herron	817 S. California
15.	Sheila Herron	817 S. California
16.	Elizabeth Herron	817 S. California
17.	TOMMIE ALBRIGHT	2640 W 13 Apt 102
18.	Dimira Arteberry	7011 S merrill Apt 101
19.	Jessica Pagan	2750 W. Roosevelt #312
20.	Baretta Cunning	1113 S. Mozart St
21.	Lucy Dixon	1639 S. California
22.	[illegible]	3054 W Madison
23.	Nancy Bertocchio	6950 W. Palmer St. Chicago IL 60707

Parents/Guardians & Community

2013 Petition Form

Keeping Chalmers Elementary School Open"

No.	Parent/Community Signature	Address
1.	Louis J. Lane	2738 W. Polk apt 2 Chicago, IL 60612
2.	Michael Jones	1438 S SAWYER
3.	Kenya Bernard	1141 S. Francisco
4.	Barbara Green	1543 S. Sawyer
5.	Charlotta Nelson	3020 W. Flournoy
6.	Yolanda Williams	1668 W. Odgen Ave
7.	Marlyn Barley	2517 W. 69th -1110-S Fransiz
8.	Precious Herron	817 S. California
9.	[illegible]	1330 S Washtenaw
10.	Fannie R. Jones	5447 W. Walton Chicago Ill.
11.	JoAnn White	4633 W. ERie chicAgo ILL
12.	Latonya Childers	2704 W. Flournoy Chgo IL 60612
13.	Kapheal Arteberry	1116 S. California
14.	Theresa Herron	817 S. California
15.	Sheila Herron	817 S. California
16.	Elizabeth Herron	817 S. California
17.	TOMMIE ALBRIGHT	2640 W 13 Apt 102
18.	Dimira Arteberry	7011 S merrill Apt 101
19.	Jessica Pagan	2750 W. Roosevelt #312
20.	Baretta Cunning	1113 S. Mozart St
21.	Lucy Dixon	1639 S. California
22.	[illegible]	3054 W Madison
23.	Nancy Bertocchio	6950 W. PALMER ST. CHICAGO IL 60707

24.		
25.	Imari Sawyer	656 N. Trumbull
26.	Clemente Wizzelhl	1250. S. Albany
27.	Sharon Spenn	1235. S. Washtenaw
28.	Latan Lar	2740 S. PRAIRIE
29.	Milton Taylor	1131 S. Mozart
30.	Cheree Span	1131 S. Mozart
31.	Shawana Jones	1300 S. Washtenaw
32.	Pamela Givens	1248 S. Tripp
33.	Kimberly Jones	1350. S. Fairfield
34.	Charlene Howell	3714 W Grenshaw
35.	Pamela Richmond west	5915 S. ADA
36.	Tyrone Cook	4554 S. Drexel
37.	Tyree Atkins	817 S. California
38.	Derrick Jones	8012
39.	Lucinda Cafeil	1107 S Mozart
40.	Avery R Young	230 S. 17th Ave
41.	Susan Carter	2855 Fransico
42.	Carrie Thomas	4554 S. Drexel
43.	Misha McCullough	1250 S. Halsted
44.	Courtney C Brian	1107 S Mozart
45.	LaShene Fierce	3125 W Douglas
46.	Latoya Smith	3657 W. Douglas
47.	Latasha	
48.	Geriance Beere	1107 S. Mozart
49.	Louis Baskin	600 N Pine 60644
50.	Sabrina Washington	4511 W. Wilcox
51.	Willie Thomas	4512 W Wilcox
52.		

24.		
25.	Imari Sawyer	656 N. Trumbull
26.	Clemente Wizzell	1250. S. Albany
27.	Sharon Spearman	1235. S. Washtenaw
28.	Latan Lar	2740 S. PRAIRIE
29.	Milton Taylor	1131 S. Mozart
30.	Cheree Spear	1131 S. Mozart
31.	Shawnia Jones	1300 S. Washtenaw
32.	Pamela Givens	1248 S. TRIPP
33.	Kimberly Jones	1350. S. Fairfield.
34.	Charlene Howell	3714 W Grenshaw
35.	Pamela Richmond mesd	5915 S. ADA
36.	Tyrone Cook	4554 S. Drexel
37.	Tyree Atkins	817 S. California
38.	Derrick Jones	8012
39.	Lauda Cafeel	1107 S Mozart
40.	Avery R Young	230 S. 12th Ave.
41.	Vernon Carter	2855 Fransico
42.	Carrie Thomas	4554 S. Drexel
43.	Misha McCullough	1250 S. Halsted
44.	Courtney C Brown	1107 S Mozart
45.	LaShene Fierro	3125 W Douglas
46.	Latoya Smith	3657 W. Douglas.
47.	Latasha	
48.	Geriance Beere	1107 S. Mozart
49.	Janis Baskin	600 N Pine 60644
50.	Sabrina Washington	4511 W. Wilcox
51.	Willie Thomas	4512 W Wilcox
52.		

53.	~~Harriet~~	
54.	Harriet Lay	1142 S. Fr[illegible]
55.	Sherell Washington	1142 S. Francisco
56.	Paula Henriquez	SEIU
57.	[illegible]	1362 S. Fairfield Ave Chgo
58.	[illegible] Rice	3536 W. Monrow Chicago IL 60624
59.	[illegible]	2214 S Kildare Chicago IL 60623
60.	[illegible] Washington	1360 S Fairfield
61.	Devon [illegible]	1113 S mozart
62.	Marvin Exson	917 W. 55th
63.	[illegible]	1131 N. Harding
64.	Jeanne French	2750 W Roosevelt
65.	Shaquonn Boyce	1120 S. Francisco
66.	Genetta Jackson	2441 W Flournoy
67.	Brandi Rowatter	2750 W. Roosevelt RD.
68.	Jessica Poggio	2750 W. Roosevelt Rd.
69.	Darrell Greer	518 N Troy Chicago ILL
70.	Antonio Henry	3107 W. Monroe
71.	Danyelle Williams	1345 S Fairfield apt 2
72.	Erice Lord	1455 S. Avers #2
73.	Charles [illegible]	1107 S Morgan 60612
74.	Oyvia Brown	2750 W Roosevelt Rd 60608
75.	Laquietta Scott	2750 W. Roosevelt Rd 6060
76.	Angelia Rice	1252 S. Kolin
77.	Annie Rice	3536 W. Monroe
78.	Lorenzo Rice	3536 W. Monroe
79.	Patricia Rice	3536 W. Monroe
80.	Earnest Rhone	1252 S. Kolin
81.		

53.	~~Harriet~~	
54.	Harriet Lay	1142 S. Francisco
55.	Sherell Washington	1142 S. Francisco
56.	Paula Henriquez	SEIU
57.	John H Lindsay	1362 S. Fairfield Ave Chico
58.	Jane Rice	3536 W. Monrow Chicago IL 60624
59.	Bryant Slaman	2214 S Kildare Chicago IL 60623
60.	Sidney Washington	1360 S Fairfield
61.	Devon Heath	1113 S mozart
62.	Marvin Exson	917 W. 55th
63.	Frederick Nelson	1131 W. Harding
64.	Jeanna French	2750 W Roosevelt
65.	Shaquonn Boyce	1120 S. Francisco
66.	Genetta Jackson	2441 W Flournoy
67.	Brandi Rowatter	2750 W. Roosevelt RD.
68.	Jessica Pagan	2750 W. Roosevelt Rd.
69.	Darrell Greer	518 N Troy Chicago ILL
70.	Antonio Henry	3107 W. Monroe
71.	Danyelle Williams	1345 S Fairfield apt 2
72.	Erice Lord	1455 S. Avers #2
73.	Charles Young	1107 S Morzal 60612
74.	Oyia Brown	2750 W Roosevelt Rd 60608
75.	Laquietta Scott	2750 W. Roosevelt Rd 60608
76.	Angelia Rice	1252 S. Kolin
77.	Annie Rice	3536 W. Monroe
78.	Lorenzo Rice	3536 W. Monroe
79.	Patricia Rice	3536 W. Monroe
80.	Earnest Rhone	1252 S. Kolin
81.		

82.	Christopher Howell	3536 W. Monroe
83.	Sharon Moore	1300 S. Fair Field
84.	Fee	
84.	LAZERIA WASHINGTON	3124 W. POLK. 60612
85.	Kamesha Fowlkes	1131 S. Mozart. 60612
86.	Tiffany Gomine	1132 S. California 60612
87.	David Howard	1132 S. California 60612
88.	K Jackson	Mozart
89.	K. McDaniel	1131 S. Mozart
90.	Kim Stone	1253 S. CALIFORNIA
91.	Etoric Campbell	3434 W Grensbau
92.	Margarita Harris	1614 S. Springfield 60623
93.	Angela Harris	1614 S Springfield
94.	Charles Harris	931 N. Long
95.	Mack Harris	8710 S May
96.	LASHUNE AGNEW	1447 W. 79th 60620
97.	Sherminee Agnew	1447 W. 79th 60620
98.	Helen Payton	3213 W. Warren
99.	DAVID HOWARD	1132 S. California 60612
100.	LaTrice Fu[illegible]	342 S. Kostner Ave.
101.	REV. JOHN H. CRAWFORD JR	5840 W. CHICAGO AVE. 2nd FL 60651
102.	JESSICA MARSHALL	5840 W. CHICAGO AVE. 2nd FL 60651
103.	Bishop Michael Gardner	11447 S. Michigan Ave.
104.	Monique Fultz	1237 S. Harding
105.	Lona Sidney	342 S. Kostner Ave.
106.	Judith Wilson	342 S. Kostner Ave.
107.	Carly Davis	1237 S. Harding Ave
108.	Wangonisha Fultz	1245 S. California Ave.
109.		

82.	Christopher Howell	3536 W. Monroe
83.	Sharon Moore	1300 S. Fair Field
84.	Fee	
84.	LAZERIA WASHINGTON	3124 W. POLK. 60612
85.	Kamesha Fowlkes	1131 S. Mozart. 60612
86.	Tiffany Gomine	1132 S. California 60612
87.	David Howard	1132 S. California 60612
88.	K Jackson	Mozart
89.	K. McDaniel	1131 S. Mozart
90.	Kim Stone	1253 S. CALIFORNIA
91.	Etoric Campbell	3434 W Grenshaw
92.	Margarita Harris	1614 S. Springfield 60623
93.	Angela Harris	1614 S. Springfield
94.	Charles Harris	931 N. Long
95.	Mack Harris	8710 S. May
96.	LASHUNE AGNEW	1447 W. 79th 60620
97.	Shermince Agnew	1447 W. 79th 60620
98.	Helen Payton	3213 W. Warren.
99.	DAVID HOWARD	1132 S. California 6061
100.	LaTrice Fu[illegible]	342 S. Kostner Ave.
101.	Rev John H. Crawford Jr	5840 W. Chicago Ave. 2nd FL 60651
102.	JESSICA MARSHALL	5840 W. Chicago Ave. 2nd FL 60651
103.	Bishop Michael Gardner	11447 S. Michigan Ave.
104.	Monique Fulte	1237 S. Harding
105.	Lona Sidney	342 S. Kostner Ave.
106.	Judith Wilson	342 S. Kostner Ave.
107.	Carly Davis	1237 S. Harding Ave
108.	Wangonisha Fulte	1245 S. California Ave.
109.		

198.	Darlene Ross	
199.	Claudia Stevens	654 N. Trumbull
200.	Joseph Wade	652 N. Trumbull
201.	Brian Hill	
202.	James Kimbrough	
203.	Sherell Washington	2849 W. 24th blvd.
204.	[illegible]	
205.	[illegible]	
206.	Joyska Herron	1100 S. Hamilton Ave.
207.	Joyska Herron	817 S. California
208.	Diana Herron	817 S. California
209.	Diana Eubanks	
210.	Aprecia Brandon	
211.	Forche Herron	
212.	Devonska Herron	
213.	Zachary Herron	
214.	Amanda Mill	
215.	Shakita Walker	9408 S Ewing Apt. 2N
216.	[illegible]	1133 S Sacramento Blvd
217.	[illegible]	1111 Island Apt 5
218.	[illegible]	2856 W Roosevelt Rd
	[illegible]	1049 N. St Louis
	[illegible]	
	TY Dawson	
	Topeka Washington	- - - - -
	Whitney Washington	2438 W. Arthington
	Patrice Washington	4813 N. Winthrop
	Dorothy Brown	3310 W. Madison
		1004 [illegible]

197.	Darlene Ross	654 N. Trumbull
198.	Claudia Stevens	652 N. Trumbull
199.	Joseph Wade	
200.	Bron Hill	
201.	James Kimbrough	2849 W. 24th blvd
202.	Sherell Washington	
203.	[illegible]	
204.	[illegible]	1100 S. Hamilton Ave.
205.	Lyoshe Herron	817 S. California
206.	Lyoshe Herron	817 S. California
207.	Diana Herron	
208.	Diana Eubanks	
209.	Apricia Brandon	
210.	Forche Herron	
211.	Devonsha Herron	
212.	Zachary Herron	
213.	Amanda Mills	9408 S. Ewing Apt. 2N
214.	Shakita Walters	1133 S. Sacramento blvd
215.	Rayford Lee	1111 Island Apt 5
216.	[illegible]	2856 W Roosevelt Rd
217.	Frankie Hamilton	1049 N. St Louis
218.	[illegible]	
219.	[illegible]	
220.	TY Dawson	— — — — —
221.	Topeka Washington	2438 W. Arthington
222.	Whitney Washington	4813 N. Winthrop
223.	Latrica Washington	3310 W. Madison
224.	Dorothy Brown	1004 N. Springfield
225.		

197.	Darlene Ross	654 N. Trumbull
198.	Claudia Stevens	652 N. Trumbull
199.	Joseph Wade	
200.	Bron Hill	
201.	James Kimbrough	2849 W. 24th blvd.
202.	Sherell Washington	
203.	[illegible]	
204.	[illegible]	1100 S. Hamilton Ave.
205.	Tyoshe Herron	817 S. California
206.	Kyoshe Herron	817 S. California
207.	Diana Herron	
208.	Liana Eubanks	
209.	Aprecia Brandon	
210.	Forche Herron	
211.	Devonshe Herron	
212.	Zachary Herron	
213.	Amanda Mills	9408 S Ewing Apt. 2N
214.	Shakita Watkins	1133 S Sacramento Blvd
215.	[illegible]	1111 Island Apt 5
216.	[illegible]	2856 W Roosevelt Rd
217.	[illegible] Hamilton	1049 N. St Louis
218.	[illegible]	
219.	[illegible]	
220.	TY Dawson	— — — —
221.	Topeka Washington	2438 W. Arthington
222.	Whitney Washington	4813 N. Winthrop
223.	Latrica Washington	3310 W. Madison
224.	Dorothy Brown	1004 N. Springfield
225.		

	[illegible]	
227.	Shermayne Sturdivant	
228.	Urana Welch	
229.	Rubbie Davis	
230.	Richardson	
231.	Laquietta Scott	Laquan Scott
232.	Charles Harris	Deanna Stamps
233.	Jessica Boggs	José Nieves
234.	[illegible]	
235.	[illegible]	[illegible]
236.	Andiance Jones	
237.	Della Mundra Booker	
238.	[illegible]	[illegible]
239.	[illegible]	
240.	Shyllis Anham	2640 W. 12th Place
241.	Sandy Marshall	2902 W Madison
242.	Mei Applehite	3603 W. Grenshaw
243.	Zawanda Harper	3603 W Grenshaw
244.	Cridec Washation	3603 W. Grenshaw
245.	Calitha Embrey	1415 S. Saywer
246.	Latrice Vortes	4144 W Westend
247.	Crystal Balfour	Mt. Sinai Hospital 15th & California
248.	Latossha Farrior	1338 S Oakley
249.	Shoane Collins	1549 W Washbane
250.	[illegible]	2611 W. Odgen
251.	Ernestine Warren	2611 W. Odgen
252.	IEsha Doll	5966 W. 12 Place
253.	Melinda Warren	2903 W. Pork
254.		

226.	Vallary Hearn	
227.	Shermayne Sturdivant	
228.	Urana Welch	
229.	Rubbie Davis	
230.	Richard [illegible]	
231.	Laquietta Scott	Laquan Scott
232.	Charles Harris	Deanna Stamps
233.	Jessica Bogin	José Nieves
234.	[illegible]	
235.	Melvin Cooper	[illegible]
236.	Candiance Jones	
237.	Della Mundra Booker	
238.	Daniel Meadow	[illegible]
239.	[illegible]	
240.	Phyllis Anham	2640 W. 12th Place
241.	Sandy Marshall	2902 W Madison
242.	Mei Applehite	3603 W. Grenshaw
243.	Zawanda Harper	3603 W. Grenshaw
244.	Cridec Washation	3603 W. Grenshaw
245.	Calitha Embrey	1415 S. Saywer
246.	Latrice Vortis	4144 W Westend
247.	Crystal Balfour	Mt. Sinai Hospital 15th & California
248.	Latossha Farrior	1338 S Oakley
249.	Shoane Collins	1549 W Washlane
250.	[illegible]	2611 W. Odgen
251.	Ernestine Warren	2611 W. Odgen
252.	IEsha Doll	5966 W. 12 Place
253.	Melinda Warren	2903 W. Pork
254.		

255.	Angela Williams	1251 S. Fairfield Ave
256.	Barbara Holmes	" "
257.	Jermall Holmes	" "
258.	Albert Williams	" "
259.	Brandon Williams	656 N. Trumbull
260.	Lashawnda Craft	1142 S. Mozart apt 2F
261.	Joy Chester	1245 S. California 1
262.	LaToya Houston	1219 S. Millard
263.	Natasha White	1501 N. Central
264.	Bashanté McNary	3609 W. Grenshaw
265.	Ogie Davis	1123 S. Sacramento
266.	Ty Tyanna Ford	4300 W. Adams
267.	Barbara Thomas	11 N. Rowl apt 21
268.	Edrina Robinson	127 N. Central
269.	LaTrina Green	2729 W. Polk
270.	LaTasha Green	2729 W. Polk
271.	Rose Clark	2933 W Lexington
272.	Letha ~~Dorsey~~ Rembert	316 N Half pine
273.	Rodney Murphy	2916 W Polk
274.	Shenika Watson	1152 S Mozart
275.	Willie Lowe	3333 W. Palmer st.
276.	Antoine Little	840 N. Tripp
277.	Lotoya Mock	1536 S. Christiana
278.	Jesha Wall	2611 W. Odgen
279.	Oretha Jones	2611 W Odgen
280.	Curtis Butler	2640 W. Fillmore
281.	Jessica Miller	1447 W 79th St
282.		
283.		

255.	Angela Williams	1251 S. Fairfield Ave
256.	Barbara Holmes	" "
257.	Jermall Holmes	" "
258.	Albert Williams	" "
259.	Brandon Williams	656 N. Drumbull
260.	Lashawnda Croft	1142 S. Mozart apt 2F
261.	Jay Chester	1245 S. California Ln
262.	LaToya Houston	1219 S. Millard
263.	Natasha White	1501 N. Central
264.	Toshanté McNary	3609 W. Greenshaw
265.	Ogie Davis	1103 S. SACRAMENTO
266.	Lyanna Ford	4300 W. Adams
267.	Barbara Thomas	11 N. Mayfield Apt 21
268.	Edrina Robinson	127 N. Central
269.	Kajuna Green	2729 W. Polk
270.	Kajasha Green	2729 W. Polk
271.	Rose Clark	2933 W Lexington
272.	Letha ~~Dorsey~~ Rembert	316 N Halfpipe
273.	Rodney Mukelty	2916 W Polk
274.	Shenika Watson	1152 S. Mozart
275.	Willie Love	3333 W. Palmer St.
276.	~~Antoine~~ Little	840 N. Tripp
277.	Latoya Mack	1536 S. Christiana
278.	Jessica Neal	2611 W. Odgen
279.	Oretha Jones	2611 W Odgen
280.	Curtis Butler	2640 W. Fillmore
281.	Jessica Miller	1449 W 79th St
282.		
283.		

284.	Rashonda Powell	164 N. Hotus 3N
285.	Chris Thomas	1348 S. Karlov
286.	[illegible]	759 S. Kedzie
287.	Nathaniel Givens	1248 S. Tripp
288.	Jen M Boyd	620 S. Lawndale
289.	Haronica Hill	1220 S. Washtenaw Ave
290.	Danny Barkston	216 S. California
291.	Dennis Williams	
292.	J. Griffith	2939 Wilkinson
293.	[illegible]	1338 S. Marengo ave Apt 2
294.	Joshante McNary	3609 W. Grenshaw
295.	Jiyae Johnson	1212 S. Loman
296.	Curshodda Dickerson	3310 W. Madison
297.	Diamond Matthews	3204 W. Madison
298.	Theresa Hearn	3504 W. Congress PKWY
299.	Ogie Ford	3502 W. Congress PKWY
300.	Remia Davis	16N. Lorel Apt 11
301.	Tierra Goodloe	
302.	Shanetha Goodloe	
303.	Shealonda Jackson	
304.	Tanecka Pierce	
305.	Mecka Pierce	711 S. Western
306.	Zerina Grey	711 S. Western
307.	Gregory Grey	
308.	Velma Bowdry	
309.	[illegible]	2886 W Roosevelt, Rd
310.	Yolanda Williams	1668 W Odgen #214
311.	Tanisha Johnson	2750 W. Roosevelt
312.		

284.	Kashonda Powell	164 N. Kotus 3N
285.	Chris Thomas	1348 S. Karlov
286.	[illegible]	759 S. Kedzie
287.	Nathaniel Givens	1248 S. Tripp
288.	Jen M Boyd	620 S. Lawndale
289.		
290.		
291.		
292.		
293.		
294.		
295.		
296.		
297.		
298.		
299.		
300.		
301.		
302.		
303.		
304.		
305.		
306.		
307.		
308.		
309.		
310.		
311.		
312.		

284.	Rashonda Powell	164 N. Hotus 3N
285.	Chris Thomas	1348 S. Karlov
286.	[illegible]	759 S. Kedzie
287.	Nathaniel Givens	1248 S. Tripp
288.	Jen M Boyd	620 S. Lawndale
289.		
290.		
291.		
292.		
293.		
294.		
295.		
296.		
297.		
298.		
299.		
300.		
301.		
302.		
303.		
304.		
305.		
306.		
307.		
308.		
309.		
310.		
311.		
312.		

284.	Rashonda Powell	164 N. Hotus 3N
285.	[illegible]	1348 S. Karlov
286.	[illegible]	759 S. Kedzie
287.	Nathaniel Givens	1248 S. Tripp
288.	[illegible]	620 S. Lawndale
289.	Haronica Hill	1220 S. Washtenaw Ave
290.	Danny Barkston	216 S. California
291.	Dennis Williams	
292.	J. Griffith	2939 W. Wellington
293.	[illegible]	1338 S. Marengo ave Apt 2
294.	Joshante McNary	3609 W. Grenshaw
295.	Jiyae Johnson	1212 S. Loman
296.	Curshodda Dickerson	3310 W. Madison
297.	Diamond Matthews	3204 W. Madison
298.	Theresa Hearn	3504 W. Congress Pkwy
299.	Ogie Ford	3502 W. Congress Pkwy
300.	Remia Davis	16N. Lorel Apt 11
301.	Tierra Goodloe	
302.	Shanetha Goodloe	
303.	Shealonda Jackson	
304.	Tanecka Pierce	
305.	Mecka Pierce	711 S. Western
306.	Zerina Grey	711 S. Western
307.	Gregory Grey	
308.	Velma Bowdry	
309.	[illegible]	2886 W Roosevelt, Rd
310.	Yolanda Williams	1668 W Odgen #214
311.	Tanisha Johnson	2750 W. Roosevelt
312.		

400.	ALETHA McGEE	2447 W. Flournoy
401.	VERNA Williams	2642 W. Polk
402.	Brentta Williams	2642 W. Polk
403.	Benny Williams	2741 W. Polk
404.	Venitta Williams	2721 W. Polk
405.	Roncela Williams	2719 W. Flournoy
406.	Shamira Williams	2719 W. Flournoy
407.	Teshima Williams	709 S. California
408.	Daploma Radcliff	709 S. California
409.	Lontha Williams	1121 S. California
410.	Darren Radcliff	1121 S. California
411.	Donathan Radcliff	1118 S. California
412.	Derrick Radcliff	1118 S. California
413.	Allen McNary	1116 S. California
414.	Robin McNary	1116 S. California
415.	Tykyla McGee	1302 S Fairfield
416.	Tashalya Anderson	1307 S. Fairfield
417.	Tyrell McGee	1307 S. Fairfield
418.	ERIC McGee	1309 S. Fairfield
419.	ERIC Carter	1309 S. Fairfield
420.	Quentin Williams	2441 W. Lexington
421.	Marshay Websters	2444 W. Flournoy
422.	Shanta Websters	2444 W. Flournoy
423.	Kenyatta Williams	707 S Campbell
424.	La-Zenia Websters	707 S. Campbell
425.	Andre Johnson	711 S. Western
426.	Deondre Johnson	711 S. Western
427.	Leantae Johnson	2430 W. Flournoy
428.	Brylanna Johnson	2447 W. Flournoy

400.	ALETHA McGEE	2447 W. Flournoy
401.	VERNA Williams	2642 W. Polk
402.	Brenitta Williams	2642 W. Polk
403.	Benny Williams	2741 W. Polk
404.	Venitta Williams	2721 W. Polk
405.	Roncelo Williams	2719 W. Flournoy
406.	Shamira Williams	2719 W. Flournoy
407.	Teshima Williams	709 S. California
408.	Daploma Radcliff	709 S. California
409.	Dontha Williams	1121 S. California
410.	Darren Radcliff	1121 S. California
411.	Donathan Radcliff	1118 S. California
412.	Derrick Radcliff	1118 S. California
413.	Allen McNary	1116 S. California
414.	Robin McNary	1116 S. California
415.	Tykyla McGee	1302 S Fairfield
416.	Tashalya Anderson	1307 S. Fairfield
417.	Tyrell McGee	1307 S. Fairfield
418.	ERIC McGee	1309 S. Fairfield
419.	ERIC Carter	1309 S. Fairfield
420.	Quentin Williams	2441 W. Lexington
421.	Marshay Websters	2444 W. Flournoy
422.	Shanta Websters	2444 W. Flournoy
423.	Kenyatta Williams	707 S Campbell
424.	La-Zenia Websters	707 S. Campbell
425.	Andre Johnson	711 S. Western
426.	Deondre Johnson	711 S. Western
427.	Leantae Johnson	2430 W. Flournoy
428.	Breanna Johnson	2447 W. Flournoy

	Dianna Johnson	3445 W. Flournoy
430.	Quenike Johnson	3445 W. Flournoy
431.	Freddie Hopkins	300 N. Pine
432.	Mark Rogers JR	300 N. Pine
433.	Mark Rogers SR.	300 N. Pine
434.	Marvell Rogers	300 N. Pine
435.	Marquis Rogers	5806 W. Washington
436.	Destiny Rogers	5806 W. Menard
437.	Rashaad Kemp	5806 W. Menard
438.	Ramutta Hopkins	3202 W. Madison
439.	Ranshecia Kemp	3410 W. Madison
440.	Devora Dorsey	3310 W. Madison
441.	Tyree Dorsey	1309 W. Fairfield
442.	Earl Dorsey	809 S. Parkside
443.	Tyrell Dorsey	809 S. Parkside
44.	Tyree Atkins	241 W. Sacramento
445.	Tamesica Brooks	241 W. Sacramento
446.	Corettus Brooks	241 W. Sacramento
447.	L.B. Kenyton	709 W. Washington
448.	Curtis Dickerson	3310 W. Madison
449.	Curshadda Dickerson	3310 W. Madison
450.	Kahiya McNary	3609 W. Grenshaw
451.	Zashante McNary	3609 W. Grenshaw
452.	Willie Thomas	3609 W. Grenshaw
453.	Katrina Thomas	3636 W. Flournoy
454.	Trina Hilliard	3636 W. Flournoy
5.	Charisma Hilliard	3636 W. Flournoy
456.	Mia Applewhite	3601 W. Grenshaw
457.	Tadpole White	3601 W. Grenshaw

429.	Brianna Johnson	3445 W. Flournoy
430.	Quenike Johnson	3445 W. Flournoy
431.	Freddie Hopkins	300 N. Pine
432.	Mark Rogers JR	300 N. Pine
433.	Mark Rogers SR.	300 N. Pine
434.	Marvell Rogers	300 N. Pine
435.	Marquis Rogers	5806 W. Washington
436.	Destiny Rogers	5806 W. Menard
437.	Rashaad Kemp	5806 W. Menard
438.	Rannetta Hopkins	3202 W. Madison
439.	Ranshecia Kemp	3410 W. Madison
440.	Devora Dorsey	3310 W. Madison
441.	Tyree Dorsey	1309 W. Fairfield
442.	Earl Dorsey	809 S. Parkside
443.	Tyrell Dorsey	809 S. Parkside
444.	Tyree Atkins	241 W. Sacramento
445.	Tamesica Brooks	241 W. Sacramento
446.	Corettus Brooks	241 W. Sacramento
447.	L.B. Payton	709 W. Washington
448.	Curtis Dickerson	3310 W. Madison
449.	Curshodda Dickerson	3310 W. Madison
450.	Kahiya McNary	3609 W. Grenshaw
451.	Zashante McNary	3609 W. Grenshaw
452.	Willie Thomas	3609 W. Grenshaw
453.	Katrina Thomas	3636 W. Flournoy
454.	Trina Hilliard	3636 W. Flournoy
455.	Charisma Hilliard	3636 W. Flournoy
456.	Mia Applewhite	3601 W. Grenshaw
457.	Tadrake White	3601 W. Grenshaw

	Drianna Johnson	2445 W. Flournoy
430.	Quenike Johnson	2445 W. Flournoy
431.	Freddie Hopkins	300 N. Pine
432.	Mark Rogers JR.	300 N. Pine
433.	Mark Rogers SR.	300 N. Pine
434.	Marvell Rogers	300 N. Pine
435.	Marquis Rogers	5806 W. Washington
436.	Destiny Rogers	5806 W. Menard
437.	Rashaad Kemp	5806 W. Menard
438.	Rannetta Hopkins	3202 W. Madison
439.	Ranshecia Kemp	3410 W. Madison
440.	Devora Dorsey	3310 W. Madison
441.	Tyree Dorsey	1309 W. Fairfield
442.	Earl Dorsey	809 S. Parkside
443.	Tyrell Dorsey	809 S. Parkside
44.	Tyree Atkins	241 W. Sacramento
445.	Tamesica Brooks	241 W. Sacramento
446.	Corettus Brooks	241 W. Sacramento
447.	L.B. Payton	709 W. Washington
448.	Curtis Dickerson	3310 W. Madison
449.	Curshodda Dickerson	3310 W. Madison
450.	Kaniyja McNary	3609 W. Grenshaw
451.	Zashante McNary	3609 W. Grenshaw
452.	Willie Thomas	3609 W. Grenshaw
453.	Katrina Thomas	3636 W. Flournoy
454.	Trina Hilliard	3636 W. Flournoy
5.	Charisma Hilliard	3636 W. Flournoy
456.	Mia Applewhite	3601 W. Grenshaw
457.	Tadpole White	3601 W. Grenshaw

[illegible]	Drianna Johnson	2445 W. Flournoy
430.	Quenike Johnson	2445 W. Flournoy
431.	Freddie Hopkins	300 N. Pine
32.	Mark Rogers JR	300 N. Pine
433.	Mark Rogers SR.	300 N. Pine
434.	Marvell Rogers	300 N. Pine
435.	Marquis Rogers	5806 W. Washington
436.	Destiny Rogers	5806 W. Menard
437.	Rashaad Kemp	5806 W. Menard
438.	Rannetta Hopkins	3202 W. Madison
439.	Ranshecia Kemp	3410 W. Madison
440.	Devora Dorsey	3310 W. Madison
441.	Tyree Dorsey	1309 W. Fairfield
442.	Earl Dorsey	809 S. Parkside
443.	Tyrell Dorsey	809 S. Parkside
444.	Tyree Atkins	241 W. Sacramento
445.	Tamesica Brooks	241 W. Sacramento
446.	Corettus Brooks	241 W. Sacramento
447.	L.B. Payton	709 W. Washington
448.	Curtis Dickerson	3310 W. Madison
449.	Curshodda Dickerson	3310 W. Madison
450.	Kahiyja McNary	3609 W. Grenshaw
451.	Zashante McNary	3609 W. Grenshaw
452.	Willie Thomas	3609 W. Grenshaw
453.	Katrina Thomas	3636 W. Flournoy
454.	Trina Hilliard	3636 W. Flournoy
455.	Charisma Hilliard	3636 W. Flournoy
456.	Mia Applewhite	3601 W. Grenshaw
457.	Jadoke White	3601 W. Grenshaw

314.		
315.		
316.	Michelle White	1910 S. Albany
317.	Richard Edwards	1203 W Grenshaw St
318.	Yaree Capt	1107 W. Mozart
319.	Teri Hart	1234 S. Indipendance
320.	Patrice Hayes	1362 S. Fairfield
321.	Tyone Cook	~~4854~~ S-Drexel
322.	Jack Thomas	3115 S. Pitch
323.	Michael Hogan	4850 W. Adams apt. 201
324.	Nathaniel GIVENS	1248 S. Tripp 1st Fl.
325.	Demtrius Hayes	148 E 119 PL
326.	Markeshe White	130 S. Fairfield
327.	Floyd Tillis Jr	6247 S. Richmond
328.	Darin Scott	1341 S. Fairfield
329.	Nicky VALENTE	1401 W. Fremont Ave
330.	Cedric Washington	3603 W Grenshaw
331.	Barbara Mcary	3609 W. Grenshaw
332.	Tyone Johnson	1212 S. homan
333.	Shakyra Crafton	330 S. Whipple, St
334.	Desmond Crafton	330 S. Whipple, St
335.	Darius Crafton	330 S. Whipple, St
336.	Shakena Williams	330 S. Whipple, St
337.	Sabrina Williams	330 S. Whipple, St
338.	Craig Jackson	4711 Sells
39.	Yasmine Brackett	3114 S. University Ave.
340.		
341.		

313.		
314.		
315.		
316.	Michela White	1910 S. Albany
317.	Richard Edwards	1203 W Grenshaw St
318.	Yaree Caapt	1107 W. Mozart
319.	Jim Grant	1234 S. Indipendance
320.	Patrice Stokes	1262 S. Fairfield
321.	Tyrone Cook	~~4854~~ S. Drexel
322.	Jack Thomas	3115 S. Cicero
323.	Michael Hogan	4850 W. Adams apt. 201
324.	Nathaniel Givens	1248 S. Tripp 1st. Fl.
325.	Demtrues Hayes	148 E 119 PL
326.	Markeshe White	1301 S. Fairfield
327.	Floyd Tillis Jr	5247 S. Richmond
328.	Damian Smith	1341 S. Fairfield
329.	Nancy Valente	1401 W. Rosemont Ave
330.	Cedric Washington	3603 W Grenshaw
331.	Barbara McCary	3609 W. Grenshaw
332.	Tyrone Johnson	1212 S. Homan
333.	Shakyra Crafton	330 S. Whipple, St
334.	Desmond Crafton	330 S. Whipple, St
335.	Darius Crafton	330 S. Whipple, St
336.	Shakena Williams	330 S. Whipple, St
337.	Sabrina Williams	330 S. Whipple, St
338.	Craig Calfor	4711 S Ellis
339.	Yasmine Brackett	5114 S. University Ave.
340.		
341.		

342.		
343.	Shane Jones	1850 Canal
344.	Dominique Dawn	4951 W Fulton
345.	[illegible]	1119 S. MOZART
346.	Clarence Pierce	1119 S. Mozart
347.	Robert Watson	1152 S Mozart
348.	LENORA Mock	1129 W. WASHINGTON
349.	Cheree Spen	1131 S Mozart
350.	Rushawn Smith	1340 S. Fairfield
351.	Amanda McGary	2750 W. Roosevelt Rd.
352.	ROBERT Brown	2850 W Fillmore
353.	Annie Langon	4844 W. St Paul Ave
354.	Eulas Q. Armington	3434 W. JACKSON
355.	Charisse Baines	1117 S Sacramento Blvd
356.	Beverly Haines	525 W. Leamington
357.	[illegible]	1336 S Washtenaw Ave
358.	Nikki Sanders	1336 S. Washtenaw Ave
359.	Justine Moton	1336 S. Washtenaw Ave
360.	Luciana Sanders	1336 S. Washtenaw Ave
361.	Frank Allen	1152 S. Mozart 2nd Fl
362.	~~Fair Blue~~ Corey blue	1336 S. Washtenaw Ave
363.	Kelly Anderson	2910 W. Flournoy St
364.	Keshia Brown	2910 W. Flournoy St
365.	Letasha Davis	2910 W. Flournoy St
366.	Mario Suanders	2910 W. Flournoy St
367.	James Brown	2908 S. Michigan Chicago IL 60616
368.	[illegible]	1131 S Mozart
369.	Sheri Goodin	1118 S California
370.	~~[illegible]~~ Janeaak Smith	1336 S. FAIRFIELD

343.	Shanel Jones	1860 Canal
344.	Dominique Dorr	4951 W Fulton
345.	Aidan Fox	1119 S. MOZART
346.	Clarence Pierce	1119 S. Mozart
347.	Robert Watson	1152 S Mozart
348.	LENORA Mack	1129 W. WASHINGTON
349.	Cheree Sran	1131 S Mozart
350.	Rashawn Smith	1340 S. Fair-field
351.	Amanda McGary	2750 W. Roosevelt Rd.
352.	Robert Brown	2850 W Fillmore
353.	Annie Langston	4844 W. St Paul Ave
354.	Edna Q. Arrington	3434 W. JACKSON
355.	Chrisse Raines	1117 S Sacramento Blvd
356.	Beverly Haines	525 N. Leamington
357.	[illegible]	1336 S. WASHTENAW AVE
358.	NIKKI SANDERS	1336 S. WASHTENAW AVE
359.	Justine Moton	1336 S. WASHTENAW AVE
360.	Luciana Sanders	1336 S. WASHTENAW AVE
361.	Frank Allen	1152 S. Mozart 2nd FL
362.	~~Fair~~ Blue Corey blue	1336 S. WASHTENAW AVE
363.	Kelly Anderson	2910 W. Flourny St
364.	Keshia Brown	2910 W. Flourny St
365.	Letasha Davis	2910 W. Flourny St
366.	Mario Saunders	2910 W. Flourny St
367.	Jayes Brown	2908 S. Michigan Chicago IL 60616
368.	[illegible]	1131 S Mozart
369.	[illegible]	1118 S California
370.	[illegible]	1336 S. FAIRFIELD

343.	Shane Jones	1850 Canal
344.	Dominique Dawn	4981 W Fulton
345.	[illegible]	1119 S. MOZART
346.	Clarence Pierce	1119 S. Mozart
347.	Robert Watson	1152 S Mozart
348.	LENORA Mock	1129 W. WASHINGTON
349.	Cheree Spen	1131 S Mozart
350.	Rushawn Smith	1340 S. Fairfield
351.	Amanda McGary	2750 W. Roosevelt Rd.
352.	ROBERT Brown	2850 W Fillmore
353.	Annie Langon	4844 W. St Paul Ave
354.	Eulas Q. Armington	3434 W. JACKSON
355.	Charisse Barnes	1117 S Sacramento Blvd
356.	Beverly Harris	525 W. Leamington
357.	[illegible]	1336 S Washtenaw Ave
358.	Nikki Sanders	1336 S. Washtenaw Ave
359.	Justine Moton	1336 S. Washtenaw Ave
360.	Lucinna Sanders	1336 S. Washtenaw Ave
361.	Frank Allen	1152 S. Mozart 2nd Fl
362.	~~Fair Blue~~ Corey blue	1336 S. Washtenaw Ave
363.	Kelly Anderson	2910 W. Flournoy St
364.	Keshia Brown	2910 W. Flournoy St
365.	Letasha Davis	2910 W. Flournoy St
366.	Mario Sanders	2910 W. Flournoy St
367.	James Brown	2908 S. Michigan Chicago IL 60616
368.	[illegible]	1131 S Mozart
369.	Sheri Goodin	1118 S California
370.	~~[illegible]~~ Janecak Smith	1336 S. FAIRFIELD

343.	Shane Jones	1850 Canal
344.	Dominique Dawn	4951 W Fulton
345.	[illegible]	1119 S. MOZART
346.	Clarence Pierce	1119 S. Mozart
347.	Robert Watson	1152 S Mozart
348.	LENORA Mock	1129 W. WASHINGTON
349.	Cheree Spen	1131 S Mozart
350.	Rushawn Smith	1340 S. Fairfield
351.	Amanda McGary	2750 W. Roosevelt Rd.
352.	ROBERT Brown	2850 W Fillmore
353.	Annie Langon	4844 W. St Paul Ave
354.	Eulas Q. Arrington	3434 W. JACKSON
355.	Charisse Baines	1117 S Sacramento Blvd
356.	Beverly Haines	525 W. Leamington
357.	[illegible]	1336 S. Washtenaw Ave
358.	Nikki Sanders	1336 S. Washtenaw Ave
359.	Justine Moton	1336 S. Washtenaw Ave
360.	Luciana Sanders	1336 S. Washtenaw Ave
361.	Frank Allen	1152 S. Mozart 2nd Fl
362.	~~Fair Blue~~ Corey blue	1336 S. Washtenaw Ave
363.	Kelly Anderson	2910 W. Flournoy St
364.	Keshia Brown	2910 W. Flournoy St
365.	Letasha Davis	2910 W. Flournoy St
366.	Mario Suanders	2910 W. Flournoy St
367.	James Brown	2908 S. Michigan Chicago IL 60616
368.	[illegible]	1131 S Mozart
369.	Sheri Goodin	1118 S California
370.	Janecak Smith	1336 S. FAIRFIELD

2.	Michael Reed	1219 S. Millard
373.	Kimbley Eatmo	1219 S. Millard
374.	Freida Eatmo	1219 S. Millard
375.	Veola Jackson	1038 N. Hamlin
376.	LaWanda Moore	1100 N. Lawndale
377.	Edward Moore	"
378.	Sam Kohlman	Office
379.	Audrey Easton, Welch	1222 So. Washtenaw
380.	William Welch	1222 S Washtenaw
381.	Raina Welch	1222 S Washtenaw
382.	Joseph Derden	3261 W. Carroll
383.	Dennis Williams	3461 W. Monroe
384.	Chameca Arlis	1835 S Ridgeway
385.	Yolanda Mayo	1517 S. Kedzie
386.	Diana Welch	3261 W. Carroll
387.	Martha Jones	3552. W. 15th
388.	Aletha Fowel	1119 S Mozart
389.	Liad Fowler	1119 S. Mozart
390.	Yolanda Patterson	3715 W. Flournoy #3B
391.	Roy Hunter	3715 W. Flournoy #3B
392.	Johnetta Patterson	5235 S. Aberdeen.
393.	Lenore Williams	4335 S. Dearborn St.
394.	Joby Burnett	130 N. Waller St.
395.	J. Burnett	
396.	Simonta Williams	316. N. Pine
397.	Sharara Little	1251 S. Fairfield
398.	Mary Jay	
399.		

371.		
372.	Michael Reed	1219 S. Millard
373.	Kimberly Eatmo	1219 S. Millard
374.	Freida Eatmo	1219 S. Millard
375.	Veola Jackson	1038 N. Hamlin
376.	LaWanda Moore	1100 N. Lawndale
377.	Edward Moore	"
378.	Sam Kohlman	Office
379.	Audrey Easton, Welch	1222 So. Washtenaw
380.	William Welch	1222 S Washtenaw
381.	Raina Welch	1222 S Washtenaw
382.	Joseph Derden	3261 W. Carroll
383.	Dennis Williams	3461 W. Monroe
384.	Chaneca Artis	1835 S Ridgeway
385.	Yolanda Mayo	1517 S. Kedzie
386.	Diana Welch	3261 W. Carroll
387.	Martha Jones	3552. W. 15th
388.	Aletha Fowel	1119 S Mozart
389.	Liad Fowler	1119 S. Mozart
390.	Yolande Patterson	3715 W. Flournoy #3B.
391.	Roy Hunter	3715 W. Flournoy #3B
392.	Johnetta Patterson	5235 S. Aberdeen.
393.	Kenne Williams	4335 S. Dearborn St.
394.	Joby Burnett	130 N. Waller St.
395.	J. Burnett	
396.	Simonta Williams	316. N. Pine
397.	Sharara Little	1251 S. Fairfield
398.	Mary Jay	
399.		

Parents/Guardians & Community

2013 Petition Form

Keeping Chalmers Elementary School Open"

No.	Parent/Community Signature	Address
1.	Mrs. Gee Quilla Johnson	2170 Fillmore
2.	Ms. Tanya Johnson	2270 Fillmore
3.	Mrs. Tresha Myles	1129. S Richmond
4.	[illegible]	Homeless
5.	T C Kuys	1120 WENTWORTH Ch. HTS
6.	Brenda Rhodes	6924 S. Loomis Blvd.
7.	Leonal McNeal	910. Melrose Park
8.	[illegible]	2722 W. Maypole
9.	Lynette [illegible]	2722 W. Maypole
10.	James Myles	1129. S Richmond
11.	Nuuan Carter	
12.	[illegible]	1516 Kekzie Avechicago Illinois 60625
13.	Carmen [illegible]	2750 W. Roosevelt. Clg 60608
14.	[illegible] Walker	2839 W. fillmore
15.	SHARON BROOKS	1112 S. FRANCISCO
16.	[illegible]	2750 W Roosevelt
17.	[illegible]	2426 E 73rd St
18.	Thomas Henderson	1829 Sacramento Ave
19.	Shanta Tower	1805 N. Nordica Chicago IL
20.	U Holmes Jr	2150 California
21.	[illegible]	2800 S Fillmore
22.	[illegible]	2750 W. Roosevelt
23.	[illegible]	2750 W. Roosevelt

25.	Monique Bolden	2459 W. Fillmore
26.	Diamond Armstrong	2459 W. Fillmore
27.	Sotonya Bolden	2459 W. Fillmore
28.	Joshua moton	2459 W. Fillmore
29.	Keyosha Tempres	2417 W. Taylor
30.	Barbara Reed	1207 S Sawyer apt #1 120.
31.	Audrey Conley	2719 W. Polk
32.	Perry Winn	7750 S. Emerald apt 425
33.	Nicholas Brown	2750 w. Roosevelt
34.	Gerrica Jackson	2650 S. Troy st.
35.	Denise Jones	2650 S. Troy St.
36.		1813 W Grandave
37.		2750 W. ~~Grand~~ Roosevelt
38.	DALe Smith	2750 W. Roosevelt
39.	Glenn Roundtree	426 S Clark - 60605
40.	Lacrecia Bailey	2750 w. Roosevelt
41.	Morgan Guice	2750 w. Roosevelt
42.	SHANTEL Washington	1005 S. Richmond
43.	Joseph C. Brucato	1105 S. Richmond
44.	Laquietta Scott	2750 w. Roosevelt Rd
45.	Darraceia Walton	2750 w. Roosevelt Rd
46.	Alexis Coleman	2843 W. Polk
47.	Sadequa walker	2750 w Roosevelt
48.		
49.		
50.		
51.		
52.		

Parents/Guardians & Community

2013 Petition Form

Keeping Chalmers Elementary School Open"

No.	Parent/Community Signature	Address
1.	Mrs. Geo Quilla Johnson	2170 Fillmore
2.	Ms. Tanya Johnson	2270 Fillmore
3.	Mrs. Tresha Myles	1129. S Richmond
4.	[illegible]	Homeless
5.	T C Kuyp	1120 WENTWORTH Ch. HTS
6.	Brenda Rhodes	6924 S. Loomis Blvd.
7.	Leonal McNeal	910. Melrose Park
8.	[illegible]	2722 W. Maypole
9.	Lynette [illegible]	2722 W. Maypole
10.	James Myles	1129. S Richmond
11.	Vivian Carter	
12.	[illegible]	1516 Kekzie Avechicago Illinois 60625
13.	Carmen [illegible] Santa	2750 W. Roosevelt. Clg 60608
14.	[illegible] Walker	2839 W. fillmore
15.	SHARON BROOKS	1112 S. FRANCISCO
16.	[illegible] Daniels	2750 W Roosevelt
17.	[illegible]	2426 E 73rd St
18.	Thomas Henderson	1829 Sacramento Ave
19.	Shanta Tower	1805 N. Nordica Chicago IL
20.	U. Holmes Jr	2150 California
	[illegible]	2800 S Fillmore
22.	[illegible]	2750 W. Roosevelt
23.	[illegible] Taulbee	2750 W. Roosevelt

24.		
25.	Monique Bolden	2459 W. Fillmore
26.	Digmond Armstrong	2459 W. Fillmore
27.	Sotonya Bolden	2459 W. Fillmore
28.	Joshua moton	2459 W. Fillmore
29.	Keyosha Temples	2417 W. Taylor
30.	Barbara Redd	1207 S Sawyer apt # 126
31.	Audrey Conley	2719 W. Polk
32.	Perry Winn	7750 S. Emerald apt 425
33.	Nicholas Brown	2750 W. Roosevelt
34.	Gerrica Jackson	2650 S. Troy st.
35.	Denis Jones	2650 S. Troy St.
36.	[illegible]	1813 W Grandave
37.	[illegible]	2750 W. ~~Roosevelt~~ Roosevelt
38.	DALe Smith	2750 W. Roosevelt
39.	Glenn Roundtree	4265 Clark - 60605
40.	Lacrecia Bailey	2750 W. Roosevelt
41.	Morgan Guice	2750 W. Roosevelt
42.	SHANTEL Washington	1105 S. Richmond
43.	Joseph C. Brucato	1105 S. Richmond
44.	Laquietta Scott	2750 W. Roosevelt Rd
45.	Darraceia Walton	2750 W. Roosevelt Rd
46.	Alexis Coleman	2843 W. Polk
47.	Sadequa walker	2750 W Roosevelt
48.		
49.		
50.		
51.		
52.		

Thomas Chalmers School

Parent / Guardian Name: MiA Applewhite

Student Name: TAMiA Truitt Grade: 7th

Contact Number: 312-869-0244

To Whom It May Concern:

my name Ms. Applewhite and I am writeing u to tell you how Ms. banks has changed my child life she is a graet terater my child has raised her grades and changed her addaite and she has a graet presabow the whole staff is graet to my kids and I don't want the staff to go.

Sincerely Yours,

Mia Applewhite

Thomas Chalmers School

Parent / Guardian Name: Markita Bailey

Student Name: Tavion Guy, Honestie Thomas, Robert Daniels Grade: K, 1st + 2nd

Contact Number: (773) 530-4970

To Whom It May Concern:

I'm a proud parent of chalmers school. Every since Dr. Nolin and Ms. Banks took over here at Chalmers my children begin to want to learn more. Tavion Guy is very active and ms. Banks clams him down when he get over walhm with staff she comforts the children and loves each and eavery one as if their her own. I really think the staff is great with the children.

Sincerely Yours,

Markita Bailey

Thomas Chalmers School

Parent / Guardian Name: Kenya Bernard

Student Name: Eric Bernard Grade: 6th

Contact Number: 872-220-6197

To Whom It May Concern:

My Son Eric Bernard has been with Chalmer's since Pre-School. He has grown alot over the years. My son is able to go to any teacher in the school and get help he needs. Eric loves the fact that he has a second family to call. Things really got good when Dr. Nolen and Ms. Banks came. They have showed love to their children like nothing I've seen. I ask again please don't separate this family.

Sincerely Yours,

Kenya Bernard

Thomas Chalmers School

Parent / Guardian Name: Kenya Bernard

Student Name: Nicholas Bernard Grade: 8th

Contact Number: 872-220-6197

To Whom It May Concern:

I am a parent of Nicholas Bernard. He has been at Chalmer's since kindergarten. My son has been brought up in a family of teachers that love and protect their children. When Dr. Nolen and Ms. Banks came to chalmer's, my son made great achievements. He is getting ready for High school. Dr. Nolen and the entire staff has been his second family for a long time and would hate to see them leave. I ask as a parent to parents, Please don't take this family away.

Sincerely Yours,

Kenya Bernard

Thomas Chalmers School

Parent / Guardian Name: Lagenna Boyd

Student Name: Teandra & Ashaundria [illegible] Grade: 6 & [illegible]

Contact Number: 773-457-4119

To Whom It May Concern:

My children have been attending Chalmers [illegible]

And also I am a former Student been at Chalmers for years with my other Kids still have Kids here at Chalmers and I see a big difference Keep the Staff that they already have here at Chalmers. I dont Know if you have ever seen Lean on Me Dr. Nolan is Chalmers Morgan Freeman

Sincerely Yours,

Lagenna Boyd

Thomas Chalmers School

Parent / Guardian Name: Bubbie Davis

Student Name: Daniel Davis Grade: 6th

Contact Number: 713-389-6911

To Whom It May Concern:

I, Bubbie Davis don't think this should be a turn around school because Dr Nolan became the Principal at Chalmers. It has been a big change in the students behavior, reading, math, science and so forth on. Less behavior problems, less fighting. A big come up on attendance. I sat and wanted to learn. The teachers knows all the children here by first and last names. The hold staff at Chalmers works together for our children at Chalmers. The parents also help out in the classroom and students who are behind to help them keep up with their classroom assignments and home work. Dr. Nolan motivates the children to come to school and be and do all they can do and me as well as the teachers, parents. These children knows their teachers, and the staff at Chalmers. We care their families here at Chalmers. The teachers is all what they have to teach ~~them~~ the children. Some parents go to the teachers for help and advice for their children. You cannot take Chalmers teachers away from these children. They will be heart broken and they won't know how to handle it, they will give these new teachers problem and they don't understand these students. Beside, a turn around school isn't good because the students are going to be loss, this school is for the community and that is the students. Don't take away their dreams, future. My heart goes out to the children because they are going to be lost. They deserve a chance, a dream, an most of all a promising future. We all know what a turn around school means. The children are on their on. Stop charter schools!! Give Dr. Nolan a chance to finish his good deed with the Chalmers students

Sincerely Yours,

Bubbie Davis

Thomas Chalmers School

Parent / Guardian Name: Rubbie Davis

Student Name: Daniel Davis Grade: _____

Contact Number: 773-382-6211

To Whom It May Concern:

I Rubbie Davis, think that Chalmers should stay Chalmers and not a turn around school. Dr. Nolan, Ms. Banks and the teachers are doing a very great job with the students. It has been an big improvement with in the students attendance, reading, and math since the old principal been here. The children are being moviated more to come to school and do their best in school. The staff want to help the children and because the teachers wants to teach them and can't wait to get to school. The children has to be told go home everyday after school because they want to hang around. Please keep Chalmers staff. Children & Chalmers need them. All the children has a special connection with the staff. Some children only have Chalmers staff in their corners. Chalmers are family to ~~these~~ our children. They are not just students but they are our children as in here. This is our community and neighborhood school. Some come out their district school to come here. They don't want to attend an neighborhood school. They know what an outsider feels like attending another school. I had three children to graduate from this school. My 6th grader ~~are~~ want to graduate from here to. He said he get help from his teachers after school and he learns alot from here

Sincerely Yours,

Rubbie Davis

Thomas Chalmers School

Parent / Guardian Name: DEBORA DORSEY

Student Name: CURTIS DICKERSON / DANNY SIMMS Grade: 1GR / 8TH GR

Contact Number: 312-905-5768

To Whom It May Concern:

I Debora Dorsey HAVE 3 ~~CHILDREN~~ KIDS THAT HAS ATTEND CHARLMERS AND CHARLMERS STAFF HAS BEEN THE REASON OUR KIDS HAD MADE PROGRESS THEY LOOK UP TO THE TO HELP AND BE THERE WHEN WE CAN'T THIS STAFF HAS Brong OUR KIDS A Long WAY AND THEIR PART OF THE COMMUNITY WHO KNOWS THEM BETTER THEM PLEASE KEEP THE COMMUNITY WORKERS ON STAFF TO MOVE FORWARD TO A BETTER FUTURE FOR ALL KIDS AT CHARLMER THANK YOU

DEBORA DORSEY

Sincerely Yours,

_____

Thomas Chalmers School

Parent / Guardian Name: FARINA Dorsey

Student Name: William Ariana Deandre Dorsey Grade: 5th - 6th - 8th

Contact Number: 773) 598-6336

To Whom It May Concern:

I'm a proud parent of 5 children whom all attended Chalmers school. Two of them have graduated from chalmers under the care of Mr. Nolen and Ms. Banks. In the past 2½ years our school has come off the Academic list, our school have books now our kids are learning. We have a staff at Chalmers that not only want to teach the kids but also love the kids help them with problems at hand so that they can learn in school. I'm not only a parent but I'm a volunteer. Our principal and ~~asst~~ asst. principle have brought us from the bottom almost to the top. We started from the bottom now we here. We go a school exceeded 15% on science, and 9% on math in the North Lawndale Community. Our school have went from 240-398 in students. So please don't close our school or turn our school around we are not just a school we're a family We need our staff our staff is the best staff.

Sincerely Yours,

Thomas Chalmers School

Parent / Guardian Name: Letha Dorsey

Student Name: Tequana Rembert Grade: 7

Contact Number: 312-730-3870

To Whom It May Concern:

My name is Lethe Dorsey
I have four kids that when to
Chalmers, Lee, Cuspatrick, Monta, Tequana
She still there. Chalmers is a good
School. the teacher then teach the kids
they take time out with the kids
and they have a good staff.
you should not make Chalmers a turn around
School, because you is going to have a
lost of prombdy, here. Chalmers has come
a long way sen the park Jet.
the score has came up. the kids is in very
good. They have a long way.

Sincerely Yours,

Thomas Chalmers School

Parent / Guardian Name: Rio Dunning

Student Name: Taylor Fitzgerald, Tanyiah Crenshaw, Anthony Reynolds Grade: 6th & Pre-k

Contact Number: (773) 301-4297

To Whom It May Concern:

I Rio Dunning haven't experience a long-term history at Chalmer but my short-term time I experience with them I think it should not be a turnaround due to my Child Education because he Came there from Frazier Preparatory with low Score & he's a I.E.P Student which Since he been there his Scores went up & he has a ~~E.E~~ Excellent I.E.P team that are doing a excellent Job with his disabilitie and his Principle I met personally is a person that need to be there because where the Score were at before he got there it has improve a lot Since he been there If you all Can take the time to look at before Score & after, look at the before Staffs & after may you all would just help in every way as possible with keeping up the good work. I feel like you all Say NO Child is left behind if So then what you think you are doing now with this turnaround the Children they are our future So teach them how to love themselve & they would love Other.

That is what Mr. Nobel is doing help him don't be against him with his turnaround

Sincerely Yours,

Rio Dunning

Thomas Chalmers School

Parent / Guardian Name: Rio Dunning

Student Name: Taylor Fitzgerald/Tanyiah Crenshaw Grade: 6th & Kindgarten

Contact Number: Anthony Reynolds (773) 547-9562

To Whom It May Concern:

I don't have a long history with them but my Short term history is I feel the teacher are doing a excellent Job to make Sure NO Child is left behind & Saving their School ≡ My Child have a I.E.P and So far the teachers are working with my Child & doing a excellent in getting him the help he need So that he won't be left behind & with me involving with them I haven't experience anything bad or Wrong and they the School do have a good Communication With the parent) I have experience the Since my Son, niece, Nephew, been there. TO the teacher Keep up the good work &

Sincerely Yours,

Thomas Chalmers School

Parent / Guardian Name: Pamela Givens

Student Name: Jakeema Q. Givens Grade: 2nd

Contact Number: 312-852-9216

To Whom It May Concern:

I am a concerned parent about the closing of Chalmers School as well as the termination of the schools teachers/staff. Chalmers staff display a tremendous amount of love for my child as well as all students. The staff work in unison with parents in educating and caring for our children. I have witnessed the teachers teach our children thoroughly and I am pleased how well my child is achieving academicly. I think Chalmers School should remain open and the teachers/staff remains employed at the school so they can continue to be available for our children educationally.

Thank You

Sincerely Yours,

Pamela Givens

Thomas Chalmers School

Parent / Guardian Name: Sarah Griffin Home Day Care Provider

Student Name: _____ Grade: _____

Contact Number: 773-521-4654

To Whom It May Concern:

my name is Sarah Griffin and I am a day care home provider. I would love for Chalmers School to stay open because its a small school yet it is equipped to meet the need of any child in our community. The principal + staff are dedicated to their job. As a daycare provider I have an opportunity to take my 3-4 yr olds to preschool w/out having to go a great distance because chalmers is directly at the corner from my home. Chalmers has allowed parents to come in + volunteer at their school to receive, some sort of job training, life skills education, after school programs for our children, computer classes. Dr. Nolan + the main office down are always open, never closed, they open to suggestions. They open for parents who have questions and or concerns concerning their children. Chalmers also has worked w/ the juvenile detective service to have enroll children here at chalmers, they have also worked w/ the Chicago Chinese league to enroll children in preschool and the elementary level.

I Sarah Griffin ask that you please reconsider + keep our neighborhood school open. For parents who may have latch key children they need Chalmers + its staff to remain in place. We know who we have here now which is a group of caring + productive staff.

Sincerely Yours,

Sarah Griffin

Thomas Chalmers School

Parent / Guardian Name: W.T. Harris

Student Name: Tiara R. Harris Grade: 8th

Contact Number: (703) 310-8520

To Whom It May Concern:

I would like to say that Chalmers school should be left alone. I believe that this school under the leadership of Dr. Kent Nolen is doing a wonderful job. I have watch this school grow for the past three years.

Sincerely Yours,

_____

Thomas Chalmers School

Parent / Guardian Name: Ceola C. Henderson

Student Name: Auntie of Dorsey (children) Grade: 5th, 6th, 8th

Contact Number: 773-616-7909

To Whom It May Concern:

I'm honored to have the opportunity to acknowledge the fact that Chalmers School has had the growth in academic achievements and self esteem building for the entire student body. I have observed Chalmers over the past two years ascertain growth and improvement. The AVSL program designed to be in place at Chalmers School. Chalmers has exhibited growth in both math, reading and science in all grade levels.

Thomas Chalmers School, is and has always been an excellent contribution to the community, the students and parents. The support and collaboration from Chalmers administration is a great asset to our ever lasting growth and academic achievement.

The fact of Chalmers remaining open in its present status (NOT A TURN AROUND) status is so rewarding for all stakeholders involved. I have observed Chalmers Administration push towards the focus of the academic achievement of the student body.

Sincerely Yours,

Ms. Ceola C. Henderson

Thomas Chalmers School

Parent / Guardian Name: HARONICA HILL

Student Name: Devion Thomas, Leniyah Andrew, Lenere Grade: 4th, 1st, KG

Contact Number: 773) 993-4191

To Whom It May Concern:

I, HARONICA HILL have (3) students. Which are my children that attends Chalmers School. I have deep concerns, to why you all are doing this. My children loves Chalmers they only been attending over a yr. However, within the year I have seen total progress in my children. From the Principal, to all staff members are very helpful, considerate about the Children they teach or come in contact with. Im so in a better place with my children. They are my everything, of course I want whats best for them. If for anything you all need to put the BIBLE back in our schools. Whats going on with the people of this world. Wake-up people It all has been prophesied in the Book Of Revelations. If we dont stop the world will be NO MORE!!! Lets stand together in Unity and work toward our future fellowmen,

Thank You

Haronica Hill

Sincerely Yours,

_____

Thomas Chalmers School

Parent / Guardian Name: Freddie Hopkins

Student Name: Rannetta Hopkins Grade: 8th

Contact Number: 773-410-2141

To Whom It May Concern:

I am a parent of a student that graduated from chambers in June, 1998 Who came a long way but made it Please Keep our school open and save there jobs cause I have nieces and nephews who go here, today many families came from this neighbood.

Save our School Chalmers

Sincerely Yours,

Ms. Freddie Hopkins

Thomas Chalmers School

Parent / Guardian Name: Ai-Ja Jackson

Student Name: _____ Grade: _____

Contact Number: 773-558-9383

To Whom It May Concern:

Being a visitor and working with the kids at Chalmers school, makes me realize how important it is to help these kids learn the fundamentals of reading, writing, and math. It ~~but~~ saddens me that they are trying to close this school because these kids have needs that can only be met by the present faculty and staff here. As a college student, I would like to see these kids improve in their education and succeed in school. It would be a pleasure to see their increase in skills and knowledge, and that can only happen if this school is kept open. Please help these kids have a brighter future because they deserve to have the best in life.

Sincerely Yours,

Ai-Ja L. Jackson

Thomas Chalmers School

Sibling
~~Parent / Guardian~~ Name: Shaquina Jones

Brother
~~Student~~ Name: Likwan Patterson Grade: 7th

Contact Number: 773 226 4122

To Whom It May Concern:

Chalmers is an excellent School. The 2 years my brother has been here, I've seen teachers and staff work with the kids. These teachers actually care. To take the teachers away from these kids, just make them uncomfortable and awkward. They've gotten used to their teachers. They've created a bond like no other. Its hard to get kids to trust outsiders. The teachers here at Chalmers are not outsiders anymore. They're family. Chalmers is a second home to many kids. If they don't have a safe place to go, they all know that when they go to School, they're safe. Chalmers is a safe haven. Dont take kids out of their neighborhoods where they've been all their lives.

Sincerely Yours,

_____

Thomas Chalmers School

Parent / Guardian Name: LaTara Lane

Student Name: Jehovah McGee Grade: 3

Contact Number: 708-351-2344

To Whom It May Concern:

I want them to keep the doors open due to my husband graduating from here.

My son now attends and its amazing to have met a staff that helped to educate our son.

I wanted my son to graduate where his father works and graduated from.

I love the staff as well

Sincerely Yours,

LaTara Lane

Thomas Chalmers School

Parent / Guardian Name: Misha McCullagh

Student Name: _____ Grade: _____

Contact Number: 773-655-1811

To Whom It May Concern:

It has been troubling me to know that the school is closing down. The reason why it bothers me is because having been here for the past two years from an institute of higher learning I have had the opportunity to observe the need of the children. I have watched the educators here at chalmers do the best that they can to make sure that the students here are well equipped with the education for the future. This school is a safe haven for children who suffer from homelessness, problems at home, and behavioral issues. These children come here every day to learn and have an outlet from what they often face at home to take away their safe-haven would be like taking away their right to an education. These children need the support that chalmers has continued to provide to the community through the years and it is not fair to deney them of that.

Sincerely Yours,

Misha McCullagh

Thomas Chalmers School

Parent / Guardian Name: YOLANDA McCAIN

Student Name: KEARA, RASHOD, JASMINE Grade: 8th 6, K

Contact Number: 773-678-6064

To Whom It May Concern:

I am the grandmother of 3 children @ this school.

They have attended for 5yrs in total. I was here under the old administration. And now the new administration the last 2yrs. Which has been a remarkable turn around for the best in this school. Both academically & Social Structure for the Behavior issue children.

This new administration did not give up on one of my own Behavior problem child. In fact they seem to work out that harder trying to help my child. They SUCCEEDED in many ways.

I refer to the STAFF as they. Because its personal with me. Very personal. They didn't just say they cared. They showed me & my grandchildren.

And I wouldn't trade them in for NO one. Or NOTHING.

What ever I need to do to rectify this matter, this topic, this issue. And yes it is an issue for me when a group of Brilliant people will no longer be there for my baby.

Please feel free to call anytime.

A very Concern grand parent

Yolanda McCain

Sincerely Yours,

Yolanda McCain

Thomas Chalmers School

Parent / Guardian Name: Amanda Mills

Student Name: Ayania & Mayon Lowery Grade: 6th & 4th

Contact Number: (708) 582-1271

To Whom It May Concern:

Since both My son & daughter have attending Chalmers, they have ~~three~~ became honor roll & principal scholars. Last yr My son (Mayon Lowery) exceeded in both reading & math on the ISAT test. My daughter exceeded in reading and did well on the math. The staff here really do care about their students. I have all of their personall contact info, just incase my children have any trouble with their school work. When my kids are being bullied by any of their peers, the disiplinenary staff handles the situations in a great manner. When us as parents can't afford school supplies, Dr. Nolen & Ms. Banks go out of their way to make sure the kids have what they need. Dr. Nolen & Ms. Banks also have uniforms on hand, just incase parents can't afford to buy them. Every morning the staff and students say a motivation speech to start the days. I say all of this to say think about what you're doing before you do it. Chalmer's staff is one to be ~~remembered~~ remembered.

Sincerely Yours,

Amanda Mills

Thomas Chalmers School

Parent / Guardian Name: Jalisa Moore

Student Name: Jamyrashay Arteberry Grade: Pre-K

Contact Number: 773-983-7929

To Whom It May Concern:

Since Dr. Nuken Became Principal Chalmers School has changed. A Lot. Students behave, grades progressed, and so fourth. I love this School, and the staff who worn at Chalmers School. It would be very tragic to fire all the teachers at this school. The teachers would be messed up financially. They have to take care of there family. It's Not easy finding a job. Now a days. The students also are use to these teachers. They been at this school since they were babies. This is ridiculous. Give this School a Chance to show you it's all about the Students and there success. Success is the Key.

Sincerely Yours,

Jalisa Moore

Thomas Chalmers School

Parent / Guardian Name: Frederick Nelson

Student Name: Frederick Nelson Grade: K

Contact Number: 773-209-5662

To Whom It May Concern:

I really like the fact my son Frederick Nelson learn a lot and have fun why learning. It make me feel good to see my son prove to go to school everyday.

Sincerely Yours,

Frederick Nelson

Thomas Chalmers School

Parent / Guardian Name: Vickie Patterson

Student Name: Likwan Patterson Grade: 7th

Contact Number: 773 803 7182

To Whom It May Concern:

Mrs. Woodhouse and the other teachers at Chalmers Specialty School are fantastic and deserving. They bring love, dedication, encouragement and promises to Chalmers. For their profession, to give back to their community is phenomenal. The Children there need role models. For a community of children who are deserving, should be able to get the learning they need. A School, Chalmers to be exact, is another home for many Kids who attend. Teachers and staff should not be taken away. Kids grew a bond with them and trusts them. If new staff and teachers are brought in, it makes the Kids uncomfortable. And to have them start all over by getting to connect with new teachers could be difficult. You can't treat little Kids that way. Chalmers is an excellent School, with the help of the staff, teachers, and Children.

Sincerely Yours,

V. Patterson

Thomas Chalmers School

Parent / Guardian Name: EDRINA ROBINSON

Student Name: KEARA, JAZMIN MONROE Grade: 8, K

Contact Number: 773-297-6863

To Whom It May Concern:

I, EDRINA ROBINSON, am the parent of 3, now 2 pupils of Chalmers. My children have attended this school FOR 5yrs. The STAFF AT THE SCHOOL HAS HELP ME WITH ALL my children ONE ON ONE. But especially with my male, behavior child. MANY of times I don't know what I would have done without them, when it came to my son. They never, NOT once gave up on him, Like other schools did.

The staff / school have been very instrumental, IN my daughter's academics. She's pretty much been a honor Roll student all 5yrs here. She's also helped with after school TUTORING WITH STAFF.

She's an 8th grader - has also been very close to many of the staff. And wanted to finish her years at this school. Even after we move the STAFF made provision for my children to continue TO go TO This school.

I can NOT express the awesome JOB This new administration & staff, have achieved in my children life & even mine.

Please Reconsider any oppositions of Removing The STAFF of This school.

WE NEED THEM MORE Than YOOOU know!!!

Sincerely Yours,

Edrina Robinson

Thomas Chalmers School

Parent / Guardian Name: Amber Slack

Student Name: Jayshawn Williams, Tevion Payton Grade: 1st, Pre-K

Contact Number: 708-252-0612

To Whom It May Concern:

I Amber Slack am a Parent Of two Students. I love Chalmers School and the staff members. The Staff members at Chalmers are good people. They Care A lot about the Parents and Students. The Staff here at Chalmers do the best to make Sure that the needs of not just one but all Children are met. The teacher's take time out to get to know their Students and help them to Stay focused and on task. These Students of Chalmers and the parents of these Children would be very heart broken to Not have our Teachers and Staff. These Children have grown to know the teachers and bound with them, and for it to be taking away from them would be a disaster. I feel that It is very unfare to the teachers, Staff, and Students even us parents to go through this process and knowing that we all Put forth our best and to be Pulled down from all the hard work that's been done is a hard thing to just give up for People who actually Care about the future of these Children. I feel that Nothing at all Should be Changed at all at Thomas Chalmers. It's because of the Students and Staff that lives have made huge turn arounds for the better. Please I ask that all the Staff members and Teacher's of Chalmers Stay at their home School. Thank you for taking time out to listen a very Concerned Parent Of Chalmers.

Sincerely Yours,

Amber Slack

Thomas Chalmers School

Parent / Guardian Name: LaTaya Smith

Student Name: DeShaun Owens Grade: 9

Contact Number: 773-801-1544

To Whom It May Concern:

My son is a former student of Chalmers he was motivated and encouraged to be all that he can be. DeShaun has special needs and with lots of inspiration and the staff helping he feel like he's unstoppable and can complete any task. DeShaun have graduated and now in high school doing well. His dream is to graduate and go on to college. Thomas Chalmers teachers and staff laid the foundation and encourage my son.

Sincerely Yours,

Lataya Smith

Thomas Chalmers School

Parent / Guardian Name: Mary Smith

Student Name: Makei Smith Grade: 4

Contact Number: 773-801-1544

To Whom It May Concern:

I a proud Grandparent of a Chalmers Calavly Makei he has special need which Chalmers meet well. Chalmers has turn around a lot Reading score, math, Why because are teacher push are Children to stride to do there best Teacher have a good realationship with student, How can you turn a school around when it turn around, we are 5th in region. We score higher then turnaround School We are a great accent in the Community we have a shelter cross street, which constantly enrolling Student I attendance up. Love the staff no only are they encouragement him as well me, report Grade up, we need are school as is. Don't change it, How would you feel if your Child school was turnaround now they got to get to know them. why Turn around we the staff, know I Children what work for each Children, How to get to next Level work with are Children They can call teacher when they need extra help! Check your Data great attendance Space being use. Yes I'm repent myself Because I trying to figure out why we on a turnaround list so living in past result Look at the future Chalmers on the map We not turnaround We here to stay Staff and I children will keep there teacher Thank Chalmers for helping makei Smith With his disability, He learning now reading now leave us alone!

Sincerely Yours,

Mary Smith

Thomas Chalmers School

Parent / Guardian Name: Nicole Smith

Student Name: Ashley O/A Young Grade: 3

Contact Number: 773-801-0069

To Whom It May Concern:

Well i feel that this School Shouldn't close because frist of all there are not to many Schools around her that looks out for each other and i have been Sending my Children here Since 2003 and i havent had any problem with the teacher's in this School. They also came a long way and its nothing they will not do for these children here at Chalmers School. If you all take these teachers away from these Students it like taking there life away these teachers put to much work in these Students I will think befor doing so and the way these kids love there teachers you most definitely need to keep these teacher and Students Togather.

Sincerely Yours,

Nicole Smith

Thomas Chalmers School

Parent / Guardian Name: Sherika Stennis. -Community Member.

Student Name: N/A Grade: _____

Contact Number: 773-414-9481

To Whom It May Concern:

As a Community Member, I know students that attend the school. The leadership has gone under a dramatic change for better when Dr. Nolan was placed as principal. I have seen the ~~approve~~ improvement in the students, academically and behaviorally. The leaders are committed to the students and they require more time to continue helping our students grow. There are definitely more success stories ahead if the leaders are allowed to remain in place. Can our students really handle the adjustment of new leaders and teachers in such short time? The change for the better was already made. Please ~~don't~~ do not turn the school around.

Thank you for your time.

Sincerely Yours,

Sherika Stennis

Thomas Chalmers School

Parent / Guardian Name: Damish Sutton

Student Name: Anthony Reynold Taylor Fitzgerald Grade: 6th & Kindgarten
Tamyiah Crenshaw

Contact Number: (773) 301-4297 773 567-9562

To Whom It May Concern:

I am Damisha Sutton the Parent of Anthony Reynold my experience with Chalmer is the whole staff is doing a wonderful job with the Student who attended the school I haven't experience anything that make me wanted Complain to the Staff keep up the excellent work

Sincerely Yours,

Thomas Chalmers School

Parent / Guardian Name: Milton Taylor

Student Name: Jewelreana Taylor Grade: 2nd

Contact Number: 708-261-4180

To Whom It May Concern:

The reason why I feel like Chalmers should keep the teacher Dey because, they are good teachers. I went to Chalmers myself, and now I got kids that go there now. Taught me well learned alot good teachers thats about helping the kids, and not just themselves. I really hope this letter make a big different with the situation. Everybody knows, and trust them teachers. With their kid.

I am Cherry Span. I just want to say everysince my kids being going to Chalmers theirs improve alot in reading and math. They ever learning how to write and spell words. I think the teachers should stay exactly where they are now. We love the teachers at Chalmers.

Sincerely Yours,

Milton Taylor

Thomas Chalmers School

Parent / Guardian Name: Willie Thomas

Student Name: JaVonte Honey Grade: 3rd

Contact Number: 1773 299 2356

To Whom It May Concern:

Dr Nolen and Ms. Banks, was done a wonderful job. in charge (Chalmers).

I truely can go on for days talking about the good they have done! But I will only give a few examples.

Since Dr. Nolen and staff took over, our kids attitudes has better, meaning less fight in the school.

The attendance has grown, meaning. Our kids is more excited to come.

Our kids is more focus, Reading better! And getting better understanding the work and life too!

Now our kids is learning more, bring homework to do with the parents. A that itself has made families spending time together again!

These are just some small thing that Dr. Nolen and staff has help this School and Community!

So please don't take the little light these kids have.

Sincerely Yours,

Mr Willie Thomas

Thomas Chalmers School

Parent / Guardian Name: Dwayne Truss

Student Name: _____ Grade: _____

Contact Number: 773-879-5216

To Whom It May Concern:

Turning around Chalmers is a shame. Chalmers is an improving school. The money given to AUSL can be spent on the children at Chalmers. The LSC is the legally elected body of this Fine School. CPS has to stop disrespecting our community by giving Chalmers to a White operated corporation.

Sincerely Yours,

Dwayne Truss

Thomas Chalmers School

Parent / Guardian Name: Sabrina Washington

Student Name: Marquell Washington Grade: 5th

Contact Number: 773-299-235-8

To Whom It May Concern:

I Don't agree with Chalmers School becoming a turn around School. for the reason is, this School had became a long way within the last 3 year the teachers are doing a very good job with the kids. I think if you move Foward to turning the School around and put new teacher in here it will not work with the kids. Principal is doing a Wonderful job with turning the School around She just got the kids where they can learn and not doing what they Suppose to do. Please Please do not turn this School around it don't take 2 year it take a less 3 to 4 years to So.

Sincerely Yours,

Sabrina Washington

Thomas Chalmers School

Parent / Guardian Name: Roberta Warren

Student Name: freuona warren Grade: K

Contact Number: 318 941 5763

To Whom It May Concern:

The teachers at Thomas chalmer School along staffs, principle all leadership are amazing. The employees at this school are very helpful, nice and it's like they are a family at the school. When theres a problem aint nothing the'll do to give up, you can bout talk to them about anything problems and all. They care for the children, parents I mean what more a school you could ask for.

Sincerely Yours,

Roberta Warren

Thomas Chalmers School

Parent / Guardian Name: Mishela White

Student Name: Kaliyah, Takiah, Aliyah, Kyle Dcois Grade: PK, K, 1, 2

Contact Number: _____

To Whom It May Concern:

I AM the parent of 4 student that attend Chalmees and I have seen Chalmees empeave over the years. They have turn F student into A student. I peesonaly think that if they closed our school more of our children are going to be on the ~~corner~~ corner hanging out on the steeet.

Sincerely Yours,

Mishela White

Thomas Chalmers School

Parent / Guardian Name: Yolanda Williams

Student Name: Tyonia Lonya Williams Grade: 2nd

Contact Number: (773) 930-6450

To Whom It May Concern:

I pray that Chalmers remain open. My daughter and myself has grown to love this school and the peoples who serve us here at Chalmers. Everyone that I know here has a passion for what they do here. I say this because staff etc go above and beyond their job description for the students and parents. Chalmers is a family. This is my daughter's foundation she love her school, teachers, classmates & Volunteers who help support her growth. She's an Honor Roll Student. And I can't thank Chalmers Enough for all their help. It takes a Village to Raise A Child.

Sincerely Yours,

Yolanda Williams

Dear CPS Board of Education, April 28th, 2013

I understand that the idea of bringing A"SL into Chalmers Elementary School was thought of due to various reasons. I understand that you think this is what's best for our school, Students, and community. Although, this "good idea" for Chalmers to become a turnaround school has become a head problem for the faculty, staff, and student body of Chalmers.

Chalmers School has been brought against many of charges and accussations. Some main issues that held us captive were student and teacher attendance rates, test scores, and being on probation. Not to mention that we were told that we were not using the full capacity of our school's building. The truth is, even though we've been showing improvement and are still on the verge of further improvement, A"SL and the Board still wants to turn our home around!

Can you not see the love and joy that we share in this school? Yes, if you use the excuse of "Love and joy does not teach children to learn", then you're right.

Continued- May 2, 2013

Love and joy can't teach children their A, B, C's, teach them to read, or add and subtract. It can't teach them to write or get them into a good college. But love and joy does open and inspire hearts and minds to want to learn. To be willing to be taught, it helps students see that their education is the key to their life. This love and joy that I have found (and many others have experienced) is embedded at Chalmers. Teachers and students come to school prepared to learn. Students love being taught by teachers, that have quickly become family.

Because of this student and teacher attendance rates have increased to 96% and 97%. We've been ready and prepared for the ISAT from the beginning of the year due to after-school tutoring in reading and Math. This has been very beneficial to us as you can see over the past two years. Reading and ISAT scores have grown from low 40% to above 50% while Math scores grown from low 40% to above 50%. In Science we also went from low 28% to 59%.

Continued- May-2-13

We are 4 points away from ~~the~~ becoming a level 2 school. In the beginning of the 2010 school year we held about 240 students in our loving home, and that number has grown to 390 students. We do have the skills and experience to stay open for our community. Our progress and recorded success has proven a turnaround over the past two school years. The question is, is it really necessary to turn our home around?

Turning this school around and incorporating new staff members into our school only means that they will be getting rid of the key to our success... the very thing the Board wanted. These teachers are our family, and this school is our home. We will stand up against, and not stand by and watch ASL or the Board of Education continue to threaten to take this from us!

Sincerely,
Tiana Harris *I am College & Career*
Current 8th grader 2012-2013 Ready

I have incredible teachers. And as I look at my life today, the things I value most about myself is my heart, imagination, bravery, and my open mind. All these things came from how I was taught. My teachers here have embedded so many positive things in me. They have taught me how to show love in spite of how some people have treated me, but most of all, they have taught me something that I'm going to carry with me for the rest of my life and that is an education; and that is something that I value because without an education you cannot go anywhere. I'm glad I attend the school I'm at now because they are preparing me for the real world, and what's to come ahead of me. The younger kids at Chalmers are my inspiration. They encourage me to do what I have to do seeing that they look up to me as well as I look up to my teachers because they are my role models.

I have seen so many miracles performed in Chalmers. When our doubters told us we couldn't, we did, when we were being put down and talked about, we kept soaring because we have nothing but leaders striving to be their best and we will not let our dreams and goals die down because we have hope.

Over the years Chalmers have increased in not only their test scores, but their attendance also. It's very critical that every child makes it to school every day because education is a valuable thing to hold. Chalmers have discipline, and very strict about their uniform school rules. Turning us into a AUSL school is not the best choice for Chalmers because as you can see, we're doing exceptionally good now. I admire my principal and assistant principal because they know what each and every one of their students right off the back of their heads. They have been such an inspiration to me and without them being our school parents (mother Banks and father Nolen), we couldn't have such other.

So I am asking that you let this family stay in unity as we are because as you can see, we are an encouragement to one another and taking that away is not helping the community.

Tamirria Rucker

5/2/13

Tamirria Rucker

Dear Board of Education

My name is Jamiria Baker and I have been a Student at Chalmers for 10 years and it's been amazing. I've witnessed so many miracles in this school. The test scores, Growth of the Student body, and the teachers. Chalmers have came so far and we cannot and will not give up now. Chalmers is a family in unity and we will stay that way until death do us part. This is the school that I was reared in, it's apart of me. I know if I have no where to go, I can go to Chalmers. From the academics on down to the Sports, we have worked hard to get where we are now and will go father. We have received numerous of medals, certificates, and trophyies because of the things we accomplished. We can only go foward, no look backs.

April 2, 2013

Dear Chicago Board of Education,

My experience here at Chalmers has been tremendously amazing. I've been taught accademically and taught to have good countenance. There are many teachers and Staff Members in Chalmers, who I know care and love everyone of the Students here as their own child. And it hurt me to see them have to leave. I am able to be open with every Single one of them. I know who I can turn to for help besides my biological family, when I need anythink. All of my female teachers are my role models, they have Showed me Something that I want to accomplish and that is help, and follow my dreams. Having them here with me gives me Courage to keep going and not give up. I love comming to School, I get anxious to see what they have in Stor, for, not just me, but for everyone. I can't imagine Loosing the people who have worked hard, have to leave, things won't be the Same. So I Beg you to please let us keep our teachers because they have done so much.

Sincerely,

Dear Board of Education

My name is Jamonia Rucker and I have been a Student at Chalmers for 9 years and it's been amazing. I've witnessed so many miracles in this School. The test Scores, Growth of the Student body, and the teachers. Chalmers have come so far and we cannot and will not give up now. Chalmers is a family in deed and we will stay that way until death do us part. This is the school that I was reared in, it's apart of me. I know if I have no where to go, I can go to Chalmers. From the academics on down to the Sports, we have worked hard to get where we are now and will go father. We have recieved numerous of medals, certificates, and trophyies because of the things we accomplished. We can only go foward, no look backs.

Deshaun Perry
Chalmers

4/2/13
Rm 204

I think our school should stay open because our school showed growth from last year to this year and also because it is a good school and the teachers have a right to keep their jobs and the student should be tough how I was tough with good teachers but most of all us black people deserve and education and to hope that some day I or we student can come back to the school we graduated from to see our old teachers our teachers helped us show our growth on the Isat, and the Nwea.

Sincerly Deshaun Perry

Dear, chicago board of Education

my life at chalmers school is Amazing and that All of the teachers and staff should not loose their job, because they can't pay every teacher the amount of money they earned, because some teachers work really hard with some of the Student's. That how I say they earned their pay. Some of the Schools that are being closed are black Schools And they are not close no School on the East and north side of Chicago. And it's kind of a race thing going on. They just go through with the fight for the pay they ageed with. And now they are closeing School because they cannot pay. This is the end of my for why not to close Schools.

Sincerly
Marshawn Sanders

Dear chicago board of education

I think you guys should Not Make Chalmers a turn around School because the staff has done a wonderful Job helping children when they Needed the help. Also they have tried very hard to keep kids from Failing. Throughout all the years I have been at Chalmers every year their have been More kids being enrolled here. The classrooms have been Crowded and the teachers have been trying to Control and work with Students that has disabilities at the same time. Instead of removing the current staff members and principal they Need add more teachers to help with kids instead of leaving 1 teacher with 30 to 40 students in one class. Chalmers has been a School where all kids are excepted because all the members of the Chalmers family believe that everyone can make it even when they Struggle. Chalmers should remain the same because the results from the ISAT and the Number of Students that has been enrolled here.

Sincerly
William
McNary

Dear, Chicago board of education

My experience at Chalmers has been a blast since I first came here in pre-k. Chalmers has been a good school because it encourages students to try new things. I never thought I was good at a sport like soccer until I tried it out. The chicago board of education is trying to get rid of all staff here at chalmers when they should not because these teachers at chalmers are considered family and help student with their problems in and out of school. Also some students are finding a home here at chalmers and happy about some of the connections to their teacher.

Sincerly,
Donnell Reed

Thomas Chalmers School

Parent / Guardian Name: carleater lemon

Student Name: Brandun Moaton Grade: 4th

Contact Number: (773)-701-3101

To Whom It May Concern:

I think the staff should not be replaced because the staff and teacher's helps us when we need help. they teach us the right way to do things. They put up a man after school program to help us. That is why I think you should not replace them.

Sincerely Yours,

Brandun Moaton

Thomas Chalmers School

Parent / Guardian Name: MS. Williams

Student Name: mariel Brent Grade: 4th

Contact Number: _____

To Whom It May Concern:

I thinks the teachers should not leave because These teachers never give up on kids and they want us to learn, they care about are learning.

Sincerely Yours,

Mariel

Thomas Chalmers School

Parent / Guardian Name: Kewon Williams

Student Name: Myra Williams Grade: 4th

Contact Number: 773-606-0579

To Whom It May Concern:

I think the staf shuld say becaus they are very nice and they want every wont to learn and they and they want us to be safe at all times.

Sincerely Yours,

Myra Williams

Thomas Chalmers School

Parent / Guardian Name: Amanda Mills

Student Name: Mayon Lowery Grade: 4th grade

Contact Number: (708)-582-1271

To Whom It May Concern:

I don't think that the staff should be turned around because they are like family to me and other students at Chalmers. I like the teachers, principal, assistant principal, and the other staffs. I like how Dr. Nolen handles this school very well and if the board changes him with another principal, I am going to be really mad. I don't care if our scores are low, but you can't take the staff away and I don't care if you take me out of this school, I will always love this school. I don't care what Rahm Emanuel or what anyone else says, you are not going to take the advantage and give up our staffs. And this why I think the staff should not be turned around.

Sincerely Yours,

Mayon W. Lowery

Thomas Chalmers School

Parent / Guardian Name: Ms. Holloway

Student Name: Keashaunda Holloway Grade: 4th

Contact Number: (773)277-0078

To Whom It May Concern:

I Think That the Teachers are very nice To me and I will miss Them very much if you Replace Them There been here for years so all Im asking you is To please do not let Them GO It wont be better when you Replace Them and I wont learn like I ~~you~~ use To.

Sincerely Yours,

Keashaunda Holloway

Jaquan montgomery 4-2-13
Chalmers school room 2018th

Chicago Board of Education
Why should Chalmers school will stay open Because It is good school and they have good teacher. like Mr. Moresutti He a good math teacher He know How to do every thing about math A another name Mrs, Killingworth is a great teacher she know every thing about S.S like civil right, African Bracelet and more. that why I learn from each teacher from each Sudject, This is my life in Chalmers school.
sincerly
Jaquan montgomery

Maurice Barnett
Chalmers school

April - 2 - 2013
Room 204

Chicago Board of Education

The Reason that you guys should not close our school is because chalmers is a Realy good school. The first day I came to chalmers every one was friendly and [illegible]. The teachers here at chalmers are great and they will try to help you with any thing they could help you with. Here at chalmers we have a great Sports team and we play lots of Sports. The [illegible] teachers are great, teachers [illegible] So happy to be here that they don't try to miss days off. The Science and Social Studies teachers will try to make you do work and help explain your work. All I ask you is to not close our school

Sincerely
Maurice Barnett

Dear, Chicag Board of Education

Hello, my name is Taivon in I don't think it is fair to close 50 schools and most of them are on the South and West sides of chicago it is not fair that the Chicago Board of Education is willing to let thousands of men and woman lose there jobs to move more teacher that don't have a good backgreand of working with kids that are very smart in some of the teachers that are getting fired are very good teachers that help black and other races get to where they are now.

Sincerly
Taivon Jackson

Nicholas Bernard April 2, 2013
Chalmers Room 204

Chicago Board of Education

1 what I think about this School is that the teacher can stuff what we have not doh befor

2 I feel that All teacher are leaving chalmers because I think they are changing chalmers

Dear board of education

Hi, My name is Michael Parker and I attend Thomas Chalmers school. I know you're going to have a reconstruction for Chalmers and make this a turn around school. I ask of you that Can you please keep the history teacher Ms. Killingworth. Why? because she is a great teacher, she always help students achieve their goals.

The reason I say keep her is because She is a great role model and a great influence on kids. She is also a great history teacher, whenever you need her she is always there to help.

I also ask of you to keep the principal and the assistant principal which is [illegible] because they help our school show growth [illegible] So I really hope you can keep these three [illegible] people. Sincerely,

Michael

Eric Harris

Save our School

Dear Chicago Board of Education,
I Think that You Shouldn't close The School Because, I Think that The Teachers Shouldn't lose their Jobs, I really Have a good Bond With All The Teachers and staff. I Also think the School Should Stay open ~~is~~ Because all of The students are good and Hardworking and the teachers are also. The Teachers make Sure you are Successful In life.

Inconclusion

~~So To get To The Point~~ these are All The Reason why I think Chalmers should not Be closed.

- Sincerely
Eric Harris

Erica Bailey
Chalmers School

April 1st, 2013
RM204-8th

Chicago Board of Education

I have a great, lovable experience at Chalmers school. Every since Pre-K, chalmers is part of my life. Chalmers taught me alot of (minor fault) things like school work, respect and ~~gitty~~ stuff. I've been to Chalmers from Pre-K to now (which is 8th grade). I believe that all the teachers that work at chalmers should continue to teach and do what they like best. I love all the teachers and give them respect. They inspired me to do what's right, and to follow my dreams. My most role model / favorite teacher is Ms. K. She's a great influence and a lovable person.

Dyasha Taylor

4/2/12

Room 204

Chalmers

Dear, Chicago Board of Education, I feel that Chalmers should'nt be a turn around school because lots of staffs and teachers have helped me with lots of the things that I know today.

I have had very good experiences with many of the teachers for instance Mrs. Killingsworth has been my teacher since 2nd grade over the course of these 8 years she has taught me many things from math to reading to science and even life skills. Even though im graduating this year, I would like to see most of these teachers teach my other siblings, even though many of the teachers are very hard upon most of the students the main two teachers who have had an big impact on me and my life is Mrs. Killingsworth and Mr. Smart.

Our principal Dr. Nolen is a great man, he wants nothing but the best for us over these last two years since he has been at our school even though we have been on probation for 6 years over the past 2 years we have made growth in reading, math, science and even attendence, these all are reasons why Chalmers shouldnt be turned around.

Sincerely x Dyasha Taylor

Thomas Chalmers School

Parent / Guardian Name: Latasha Nelson

Student Name: Tashanae Watson Grade: 4th

Contact Number: (1312) - 719 - 8158

To Whom It May Concern:

I don't ~~it~~ I want the Teachers to Leave because They help us with our work and they had to do a lot of work to But I want the principal to stay to and the old teacher should come back some of the teachers are good and nice at the same time But they should to stay and the student should not Decide the government should, and But I think they should stay

Sincerely Yours,

Tashanae Watson

Thomas Chalmers School

Parent / Guardian Name: Mr. [illegible] and Mr. Cord

Student Name: Randy Turner Grade: 4th

Contact Number:

To Whom It May Concern:

I like the teachers and the people who work at chalmers school and plese do not take out the teachers because I like the teachers like them my mom and dad was [illegible] out of the [illegible]

LeT Them

Stay Plz

Sincerely Yours,

Randy Turner

Thomas Chalmers School

Parent / Guardian Name: angelina D. rice

Student Name: anthony K. rice Grade: 4th grade

Contact Number: 773-(828)-2714

To Whom It May Concern:

I think my teachers should not leave I want to see how my 5th grade teacher is. and I love my teachers. and I tell my teachers that I can't do it but they ensire me to keep on moving on. and when I get home my mom ask me what I learned I love chalmers they inspire me and god bless chalmers because I love my school and as I said I dont want my teachers to leave.

Sincerely Yours,

Anthony Rice

Thomas Chalmers School

Parent / Guardian Name: Keith Stevens

Student Name: Keniya hill Grade: 4th

Contact Number: 1773-932-7356

To Whom It May Concern:

the staff at this school should not be replace because they teach us all we need to know and we will miss them and they will always teach us what we need to know and I just don't want the staffs to stay I want the teachers to stay to and they can help us get our education and when I grow up I'm be a teacher or staff I can teach there everything I learn from my teacher.

Sincerely Yours,

Keniya hill

Airona Gholston
Chalmers School

April 2, 2013
Rm: 204

Dear Chicago Board of Education

I Think Chalmers a good school and we learn alot of Thing and Chalmers School and Chalmers is The great School and we have some Nice Teacher and here and we Learn alot from The Teacher and The Teacher Help use Learn and School and want use To have Education and Learn School Chalmers been a wonderful School SinEE I been here

Airona Gholston

(8th grader Chalmers)

Tiara Harris April 2, 2013

Chalmers Elementary Grade 8th room 204

Dear Chicago Board of Education,

I've been a student of Chalmers Elementary School for four school year now, 5th-8th grade. When I first got here it was a scary experience, being that I knew no one and everything was new. The teachers were so friendly to me, helping me with work, and listening to my ideas. Treating me as if I've been here all my life. yes, there were some obstacles and challenges that the school had to come across, but over all we've overcame them as individuals and a school. As a school, I can honestly say that we stick together, teach and learn from eachother.

It's not just my experience that has showed this, my brother attends this school and he has growed since his old school. The teachers understand him and teach him, we have the best staff and administrative teams on the westside. We work so well together because we've built a relationship with eachother that was built to last. Why change all that, why change the pattern of things? If I could save our school, our staff and students from

Dear chicago board of Education

I have had lots of fun since I've been here with all the teachers and students. They have Told me that education is the key, and I have took it and ran with it. They have said that if you get an education, no one can take it from you. One of the teachers here is a very nice person she has helped me become a better person. At first, I hated going to school. But she said That education is the key so I decied do I wanted to get an education. Wi-That an education I wouldn't become The person I want to be in the future. Another staff memeber here is also good. They've inspired kids to Reech They Goals. My friends here are very smart and the teachers here made us very smart. We are looking foward to this year. So if The same staff was here to help kids Next year The kids will be able to know That They need Education Too. Since I've been her I've learned over The passed year all The way up

April 2, 2018

Dear Chicago Board of Education,

I feel that getting rid of the Thomas Chalmers School staff would be a bad idea. Therefor being there are teachers that really needs to be here to help the children of our school. Certain teachers of this School really makes a difference to me everyday and have impact my life. These teachers would be my principal, Dr. Kolen, assistant principal, Mr. Banks, my counselor, Ms. Decatus and my history teacher Ms. Killingworth. Don't get me wrong my math, reading, and science teachers encourage me to do good as well but those teachers in particular I have a strong connection with especially my history teacher.

If you were to shut our school down or get rid of the staff they would have to find new jobs it wouldn't be different to them but our school wouldn't be the same to

Travon Alverson
April 2, 2013

Room 204
History

Letter

There are lots of school in this Community as well as students. In these schools, teachers have bonded with over the years. These teachers have encourage, given faith and gave the students a well earn education. The point I am stating is all the teachers at Chalmers have made the students learn through understanding. I would like to point before Dr. Nolen or Mrs. Banks came to this school. It used to be a very low performing school. But Now with their help and help from the teachers, we have shown excellent growth in ISAT, and NWEA. From my experiences at chalmers in the beginning Chalmers wasn't a great school as it was today. But as the years went by, chalmers have had less fights, less suspention and less injuries. I also would like the teachers to stay so they can be near to teach my Children and my Grund Children.

Dear: Chicago Board of education

I,M A student here at Chalmers school I am in the eighth grade. I Just wanted to let you know how I feel about the decision you put upon us. I feel like it's unfair that you try to replace all the staff. I think it's unfair because Pr. Nolen and Ms. Banks ~~they~~ helped our school show growth in reading, Math and science. Truely I believe that this decision is base off what you have heard about our school because Chalmers is doing very well and I know other people don't think so because we have be on probation for six years but I think if you keep all the staff by 2015 I, am sure that because of are good behavior and growth

4-2-13

Chicago

Dear, Board Of Education

The good Experiences I have here at Chalmers is the history teacher Ms.K She tought me that it's not hard to do my work and I actually look up to her and even though my last progress report I got a D in her classroom now the Progress we got a couple weeks ago she gave me a B, for working hard doin my best in her classroom. So I think they shouldn't get rid of the history/Social Studies teacher. She tought me things she's a real Special teacher. She really won't the best for 8th grader And For the Science teacher Ms. Douglas the good experience I had with her is She talked to me about I should do my work and all those things She be going through tough time with us, some of us of the class doesn't Listen to her so I just do my work, just work hard in her classroom she gave me a D on my First Period on my report card then the second Period She gave me a C

Dear, Chicago Board of Education

Hi, my name is Lyrontaane Riley and I attend Chalmers Elementary School. During the years I have been here I have had nothing but great experiences. First, I have collected alot of friends, role models, Sisters and brothers and they have done nothing but help me. Attending Chalmers has been one of the best experiences of my life so far. My teachers helps me alot anything I have problems with, they are there. To me new paragraph the staff is a great one they are always having fun, and helping each other, and they are just like a big happy family. I really love being at this School not everyday but almost everyday because When I arrive I know that I will learn something in either Social Studies, Reading, Science, Music, math or any

Keera Monroe
Chalmers

April 2, 2013
History

Dear Board of Education,

My experience here at chalmers has been wonderful and has also contributed to the traits I have today. I have spent 4 great years learning and looking up to the teachers that were raised and had grown up in the exact neighborhood as the school. Not only has the teachers of this school contributed to the educational needs of the students here, but, they also contribute emotionally. Connecting with the students not only as their instructors but as friends as well.

The classes here pushes us as well. Every class being taught by different teachers, has different ways of helping the students comprehend what they're learning. Each teacher has a signature trait that makes their class different from the others. Say for instance we were to have a teacher with a childish type sense of humor. The outcome of this would be a class that appeals to a students need for entertainment (in a sluggish, boring type moment). Or if a teacher were to be tough, strict, that only meant business. That result would be a class that would be tough on the students. Not saying that it would be hard but that specific teacher would give no easy breaks. Well, the point is, we have these kind of

I don't see why this is important

Dear, Chicago Board of Education

Hello my name is Linda Lopez and I have been attending Chalmers since 2006 when I was in 4th grade and the people at Chalmers were very nice and kind and they help me alot with my learning. when Dr Nolen and Ms. Banks Came alot had Change, like alot of fights and arguments had stoped and we started having more after school programs and different things to help us show growth and with Dr. Nolen and Ms. Banks I very love the Reading, math, and science showed growth. Last year who ever meeted or Exceeded in math and Read would get to bike and it was kids and lots of bikes that were to be giving out and I feel that was very very kind of Dr. Nolen and Ms. Banks. They also awarded us for who ever scored the high or the scantron computer test. The teachers told me to keep trying and I would be able to make it in life and our education

Thomas Chalmers School

Parent / Guardian Name: Ira Burton and Mrs. Henry

Student Name: Nosaj white Grade: 4

Contact Number: 773-396-1375

To Whom It May Concern:

I hope that my teacher don't get replace because Every school I went to was not that good to me. But Mrs. sanders is my Best Because she tech right and that she don't really like to tell us like how to do it. And like now she did in math today she told me how to do friction unlike frictions. and that she will Be my Best teacher and that she let me go get water and use the She is my Best teacher. I need she I can learn. she teach me so I can learn and help me learn. So I can past up to my next grade and she will only Be my Best teacher of all. and I want to keep my cancler mr. o Because he help me get out of my anger so I want hit some Body or fight some Body and he help me do my work And he help me when I want to hit some Body really really Bad so I will Be right there so I want hit some Body And help me to hit some Body in their head so they will cry and give use treats if we do good in Class.

Sincerely Yours,

Nosaj white

Thomas Chalmers School

Parent / Guardian Name: elizabeth willis

Student Name: Genesis Funches Grade: 4

Contact Number: (757) 628-8557

To Whom It May Concern:

I Think that the People at this school should not Be Replaced Because at this school it is Really Cool. and at this school the teacher are willing to help you and Give you chances to get it Right and I would like to Be here for the rest of my life. and the teacher are Really Polite and they Give you extra hep if you need it.

Sincerely Yours,

Genesis Funches

12

Thomas Chalmers School

Parent / Guardian Name: M.C. Jones

Student Name: Michael Jones Grade: 4th

Contact Number: 321-662-9645

To Whom It May Concern: staff and teacher

I think that the staff should not be turned around because the School made me smarter and the staff treat me right. plus the being turned would HURT My feeling. I love Chalmers staff, and Chalmers is the best school that I ever went to and I love the teachers and the staff. So please Dont turn It around

Sincerely Yours,

Michael Jones

Thomas Chalmers School

Parent / Guardian Name: MARY Robinson

Student Name: KARSheanna gaddy Grade: 4 grade

Contact Number: 773-949-9857

To Whom It May Concern:

I will like all of the staff to stay here because their are fun to be with and we love them very much, and the whole school love every body so much and I want my teacher to stay here because she teach us every thing some of us did not know and that is why I want them to stay here because I love all of my teachers and Principles most of all. and also they teach other kids that need to know stuff and I never want them to leave my side.

Sincerely Yours,

KARSheanna Gaddy

Thomas Chalmers School

Parent / Guardian Name: Jovon Shavers

Student Name: Maya McWilliams Grade: 4th grade

Contact Number: (773-287-8249)

To Whom It May Concern:

My thoughts and feelings for why I think that one of the staff should stay because she polite and she teaches very good. She teaches so good that we are all ready doing fractions. The staff that I want to stay is Mrs. Ricarda Sanders she is the best teacher I ever had in this school. She is a good math teacher, reading teacher, science teacher and vocabulary teacher. I wish she couldn't leave she is the best teacher for me. She teaches math good because she is teaching us fractions. She is teaching us reading good because she teaches us big words in a sentence. She teaches science good because she shows us how electricity flows. She teaches vocabulary good. because we learn new words of words and then take a test three days after. This is the teacher I want to stay.

Sincerely Yours,

Maya McWilliams

Thomas Chalmers School

Parent / Guardian Name: Topeka Washington

Student Name: Imani Reeves Grade: 4th grade

Contact Number: (773) 317 0544

To Whom It May Concern:

I think everybody should stay because every one is so nice and they help each other out with things and we all respect each other first and think safter first and everbody in Chalmers school is family. And we care about everyone all of the teacher are Nice sweet all of my teacher class I was in are fun funny smart and I can not dout without them, and they make me laugh sometimes and when we get done with our work we do some educational read a book or do more work I love this School this school is my heart we are family we can never end.

Sincerely Yours,

Imani Reeve

Thomas Chalmers School

Parent / Guardian Name: MS. hicks

Student Name: Amarion Hicks Grade: 4th

Contact Number: _____

To Whom It May Concern:

The Staff should not Be rePlace Because The Students are Smart The Teachers is very nice The Kids make new Kids feel welcome They Become friends quickly and I Ben In This School since 3rd Grade I woant to Be a graget from Thomas Chalmers School and if you rePlace our Staff You just are taking away our Learning SO Please Please Do not rePlace our Staff.

Sincerely Yours,

Amarion Hicks

Thomas Chalmers School

Parent / Guardian Name: Shantae Arteberry

Student Name: Angelique Hogan Grade: 4th grade

Contact Number: 312-933-9675

To Whom It May Concern:

I don't want the staff/teachers to go because they help the kids out when they need it and they care for us because they want us to have knowledge and they are trying they best to keep after they are doing they jobs to help us learn and keep up the Good work.

Sincerely Yours,

Angelique Hogan

We are a core set of teachers here at Chalmers. We do not exclude any students from the educational process. We are an inclusive school who accept students from around the Chicago land area. We have students from far south as 83rd and Houston, from far west as 4200 W. Roosevelt, from far east as 300 E. Cermak and far north as 1000 N. Augusta. We do not have or want the luxury of excluding students from our enrollment list. When other schools exclude students we openly receive these students with open arms. These students come to us with different educational levels and needs, we service them all. Most of our students are dealing with homelessness, parents who are unemployed or underemployed, poverty, incarcerated parents, parents who are affected by addictions, mental illness, and disabilities. This is just a snapshot of why some of our students were rejected from selective enrollment schools, charter schools and turn-around schools. It is no secret that when these students are rejected they still must be educated. We educators at Chalmers rise to this challenge daily. These students come to us feeling rejected and looked down upon, we accept and service them. These students know that we at Chalmers respect and genuinely care for them and in return respond beautifully. They have an attendance record of at least 96%. When a student feels wanted and loved they perform better. We are a core set of teachers who teach. It is advantageous to a teacher when students are educationally sound. Teachers cannot fully demonstrate their ability to teach, when, students who are before them are already running full sprint to the proverbial college and career ready finish line. When a teacher can service an underperforming student to a level whereby they begin to feel as if they have hope for a brighter future, then you see how much that the teacher is worth. This is what we do here at Chalmers.

We accept these students, nurture these students and ultimately grow these students. Our data reflect how we have grown these students. We have been on the underperforming school list

for six years. I have been employed at Chalmers for four years. During the last two years, we have demonstrated growth, despite students' everyday difficulties. So much growth that during the 2012 ISAT, Chalmers School was just four points away from being removed off the underperforming school list. This is in spite of having an above average class size. This is in spite of having students with physical and emotional limitations. According to data retrieved from the website www.iirc.niu.edu (see appendix A and B), Chalmers has made steady improvements for the last two years. The last two years should be the data reviewed as we have been under a new administrator inasmuch years.

Our school climate has changed. Our students and teachers are more focused, data driven, and results oriented. During the last administration of the ISAT, our growth as a school grew by 1.4 percent according to ISBE. The sub-region had a decline of 6.3 percent. The district grew by 0.9 percent. The state grew by 0.1 percent (see Appendix A). The growth of our school outpaced our counterparts. In comparison to the proposed turnaround school AUSL, our school growth outpaced seven of their 14 schools (See Appendix B). When looking at our data, it should also be noted that our growth is steady. We did not show an unexplainable big jump in growth due to political pressures. We grew our students and teachers through carefully scaffolding educational lessons and by carefully bringing a scalpel to bad educational habits. As chief transformation officer Todd Babbitz said, "It takes time to turnaround a school". In comparison to AUSL schools, Chalmers is taking that time. As an educator, I would worry when a student can go from having an average of 46 on a test to having an average of 85 on a test without substantial proof as to how this was accomplished. Take this worry, compound it by 14 schools in a two year period for each school (Appendix C). Chalmers growth has increased due to the hard work and dedication of administrator, teachers, students and staff and we continue to do so when given the

opportunity. If we are to be judged, let us be judged on the last two years.

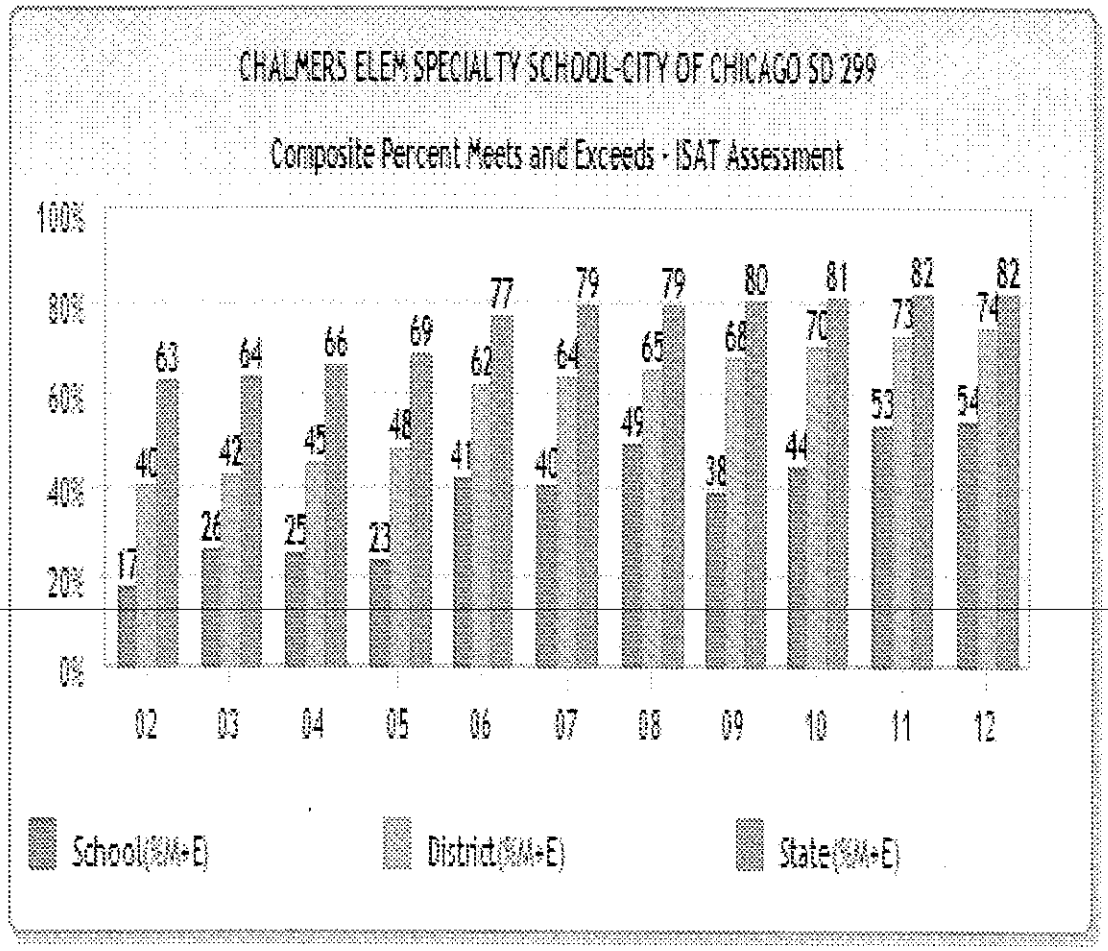
Chalmers has been an early adopter of Common Core State Standard. Chalmers School has been involved with preparing CCSS lessons for the last two years. We are an early adopter school of the Common Core State Standards. The current administration has provided teachers with multiple opportunities to attend Common Core State Standards professional developments within the district. We have been involved with professional developments in differentiated instruction. We have been involved with professional development for conflict resolution. Drawing on these skills is how we grow our students and grow our school. Barbara Byrd Bennett on a recent interview on WBBM program named "At Issue" stated that she does not like the terminology of tiered schools. She stated that, in a classroom, there could be many different levels in each classroom; this is the case at Chalmers. In one, classroom, there could be as many as four different grade levels. Chalmers teachers rise to the challenge to educate each of these students. We differentiate instruction to ensure that every child has a quality education.

Your records may show that we are an underperforming school. We differ with that terminology. Our data demonstrates that we are a school which is quickly on pace to becoming a tier two school. Our data demonstrates that our students are being educated. On the NWEA winter assessment, our students collectively grew at an average pace of 53.7 percent. This 53.7 percent increase is in line with comparable schools. This increase is also in line with our past performance. The data reflects that each year, each teacher and each student are making gains towards improvement. I along with the administration, LSC, parents, teachers, students, staff and visitors who visit the school all agree, we are a school moving in the right direction. It may appear that we are underperforming because of the lack of skills of a certain population of students. Despite the effort of this population of students, their inability to grasp, certain

concepts is often beyond their control.

The students and teachers at Chalmers do apply themselves and are still making improved gains. There is an impressive 61.8 percent gain in reading and an impressive 78.5 percent gain in mathematics in third grade alone, these students are making improvements in their education. These are those same students who are rejected by AUSL schools, charter schools, and selective enrollment schools. We are proud of these students for not giving up on themselves when others have given up on them. Telling students, that despite their best effort they are still underperforming; just further depresses, alienate and lower students' self worth. Asking these students to become college and career ready in two or three years time would be placing an undue amount of pressure on them. When they are consistently told they are not college and career ready, they will begin to display their disdain in one fashion or another. Students who are consistently transferred from school to school because of their lack of skills just adds insults to injury. I/we ask for at least a year to truly evaluate the effectiveness of this administration and the work of the teachers and students.

Appendix A


CHALMERS ELEM SPECIALTY SCHOOL-CITY OF CHICAGO SD 299
Composite Percent Meets and Exceeds - ISAT Assessment
100%
80%
60%
40%
20%
0%
17
40
63
26
42
64
25
45
66
23
48
69
41
62
77
40
64
79
49
65
79
38
68
80
44
70
81
53
73
82
54
74
82
02
03
04
05
06
07
08
09
10
11
12
School(%M+E)
District(%M+E)
State(%M+E)

Appendix B

2012 ISAT scores for Chicago Public Schools

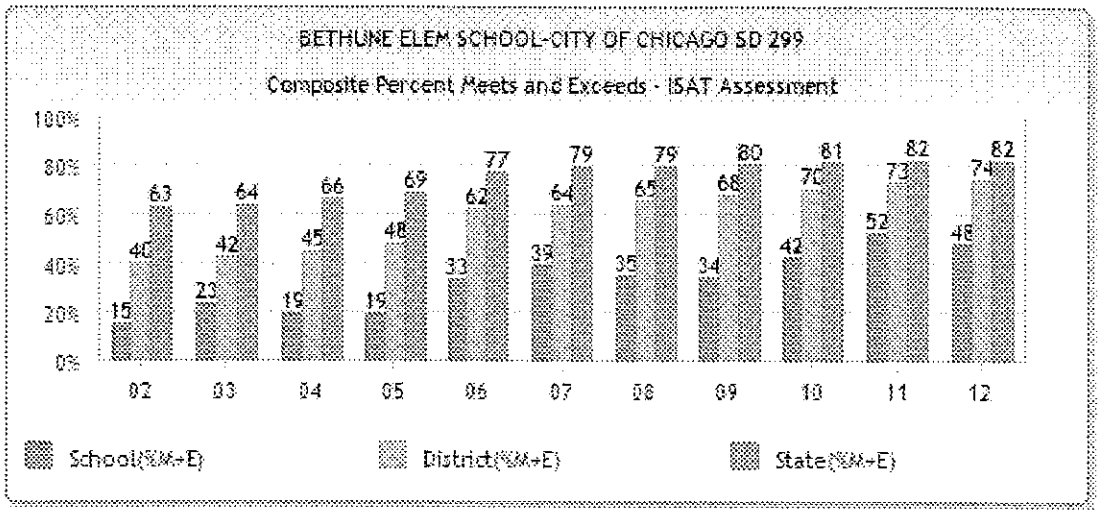
July 16, 2012 6:33AM

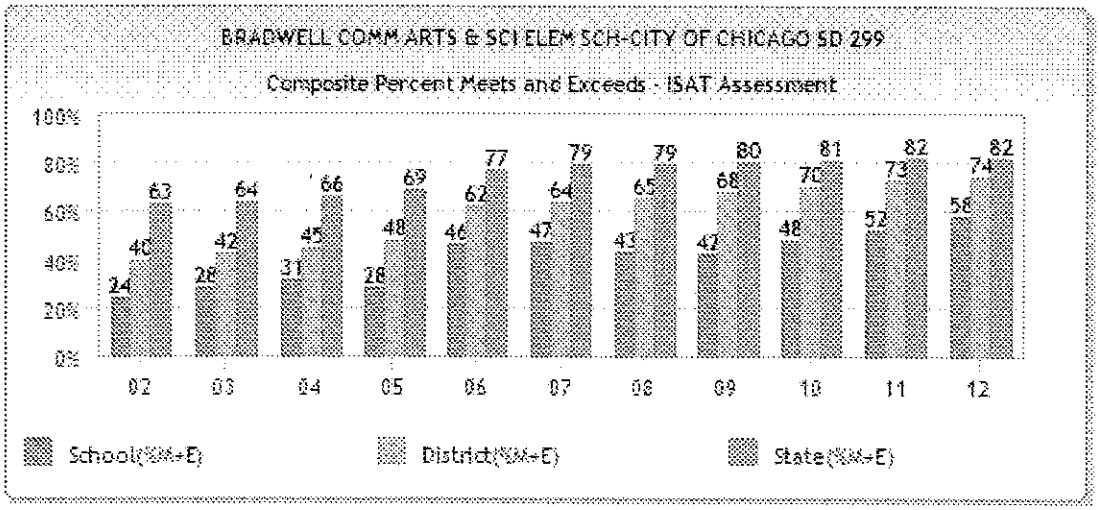
Results show the percentage of students meeting or exceeding state standards on all tests. Click on "Details" to get school results broken out for reading, math and science tests.

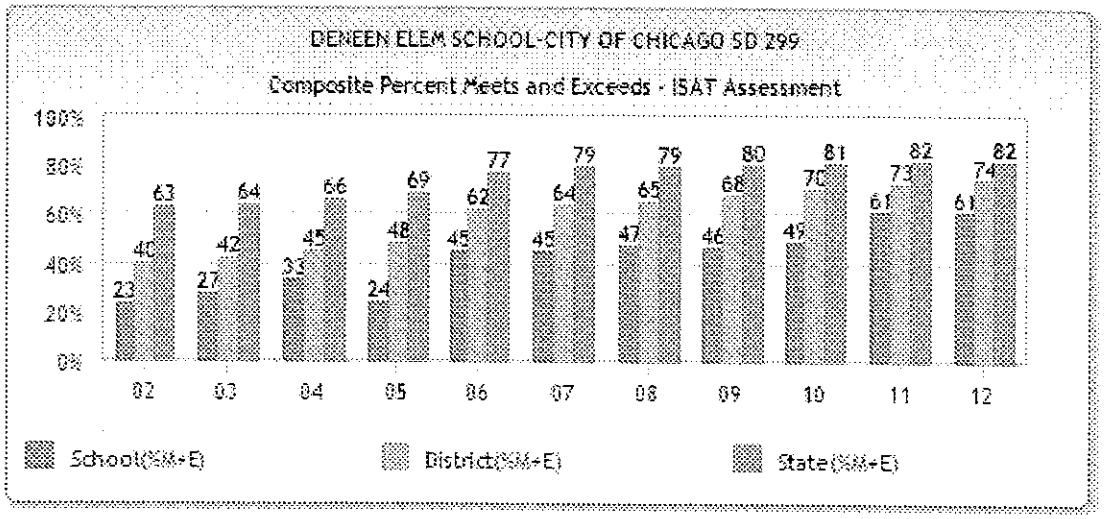
Results are sortable by clicking at the top of a column.
High schools included in the results offer seventh- and eighth-grade programs, usually to advanced students.

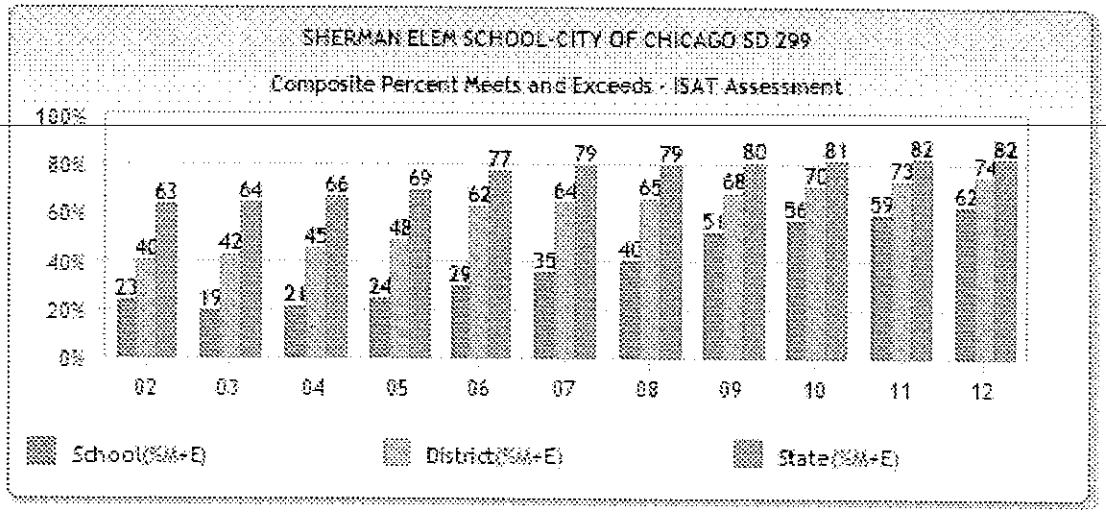
School	School Type	Overall Meets or Exceeds 2012	Overall Meets or Exceeds 2011	Overall Meets or Exceeds Change	
Chgo Acad Es	AUSL Schools	89.6	89.6	0	Details
Dodge	AUSL Schools	81.5	84	-2.5	Details
Morton	AUSL Schools	78.2	74	4.2	Details
Tarkington	AUSL Schools	74.4	72.5	1.9	Details
National Teachers	AUSL Schools	74.1	73.4	0.7	Details
Howe	AUSL Schools	70.2	72	-1.8	Details
Dulles	AUSL Schools	70.1	59.6	10.5	Details
Harvard	AUSL Schools	66.4	65.5	0.9	Details
Johnson	AUSL Schools	65.7	60.4	5.3	Details
Curtis	AUSL Schools	64	60.4	3.6	Details
Sherman	AUSL Schools	62.2	59.6	2.6	Details
Deneen	AUSL Schools	60.7	61.3	-0.6	Details
Bradwell	AUSL Schools	58.2	52.5	5.7	Details
Bethune	AUSL Schools	48.4	52.7	-4.	

Appendix C


BETHUNE ELEM SCHOOL-CITY OF CHICAGO SD 299
Composite Percent Meets and Exceeds - ISAT Assessment
100%
80%
60%
40%
20%
0%
02 03 04 05 06 07 08 09 10 11 12
15 40 63
23 42 64
19 45 66
19 48 69
33 62 77
39 64 79
35 65 79
34 68 80
42 70 81
52 73 82
48 74 82
School(%M+E)
District(%M+E)
State(%M+E)


BRADWELL COMM ARTS & SCI ELEM SCH-CITY OF CHICAGO SD 299
Composite Percent Meets and Exceeds - ISAT Assessment
100%
80%
60%
40%
20%
0%
02 03 04 05 06 07 08 09 10 11 12
24 40 63
28 42 64
31 45 66
28 48 69
46 62 77
47 64 79
43 65 79
42 68 80
48 70 81
52 73 82
58 74 82
School(%M+E)
District(%M+E)
State(%M+E)


DENEEN ELEM SCHOOL-CITY OF CHICAGO SD 299
Composite Percent Meets and Exceeds - ISAT Assessment
100%
80%
60%
40%
20%
0%
23 40 63
27 42 64
33 45 66
24 48 69
45 62 77
45 64 79
47 65 79
46 68 80
49 70 81
61 73 82
61 74 82
02 03 04 05 06 07 08 09 10 11 12
School(%M+E)
District(%M+E)
State(%M+E)


SHERMAN ELEM SCHOOL-CITY OF CHICAGO SD 299
Composite Percent Meets and Exceeds - ISAT Assessment
100%
80%
60%
40%
20%
0%
23 40 63
19 42 64
21 45 66
24 48 69
29 62 77
35 64 79
40 65 79
51 68 80
56 70 81
59 73 82
62 74 82
02 03 04 05 06 07 08 09 10 11 12
School(%M+E)
District(%M+E)
State(%M+E)

v1.1

ANL % Students Making Expected NWEA Reading Gains

Growth

Winter 2013 by Grade and School

v1.1

ANL % Students Making Expected NWEA Math Gains

Growth

Winter 2013 by Grade and School

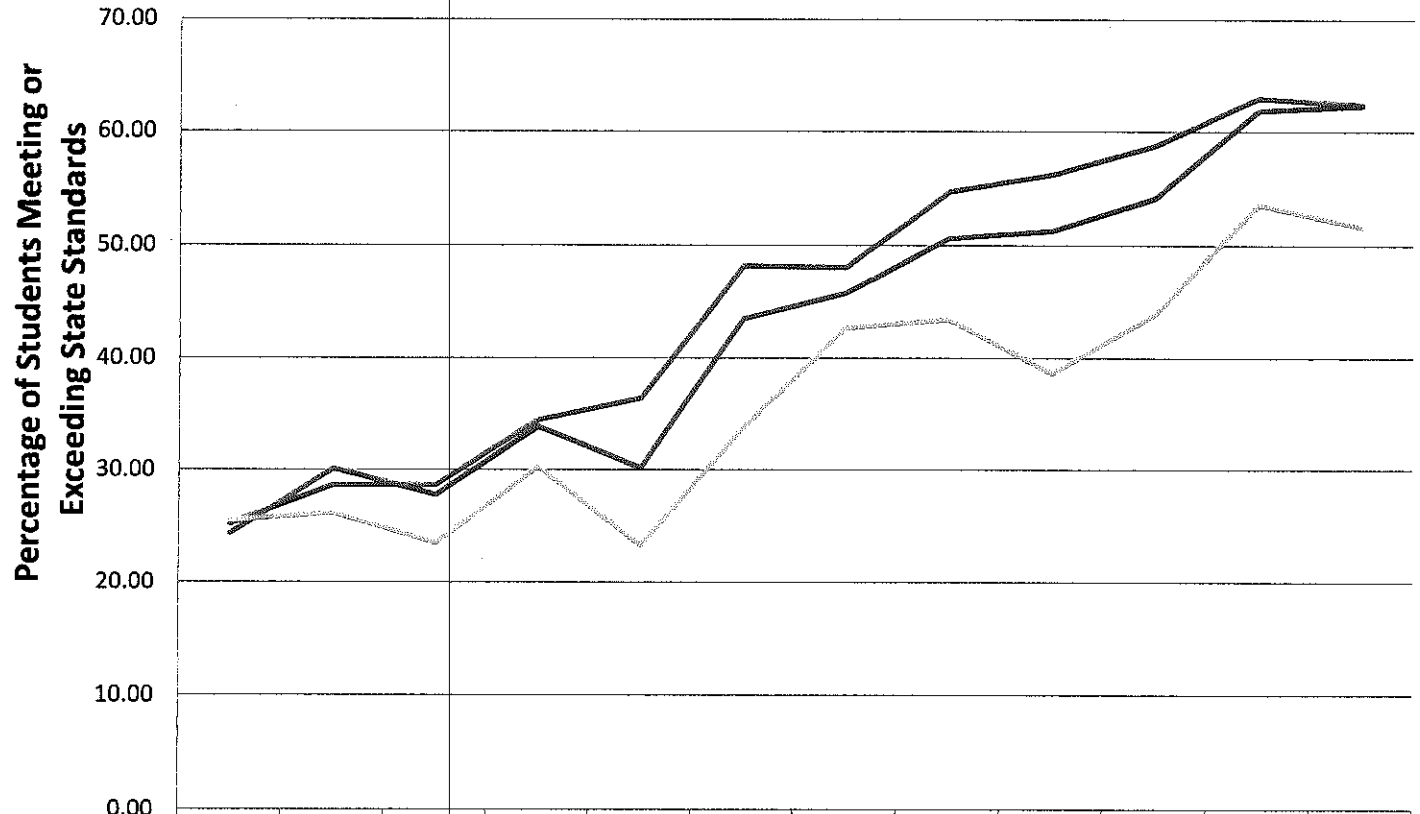
ANL % Students Making Expected NWEA Reading Gains

Winter 2013 by Grade and School

ANL % Students Making Expected NWEA Math Gains

Winter 2013 by Grade and School

Trends in ISAT Reading Scores: North Lawndale Schools and AUSL Schools

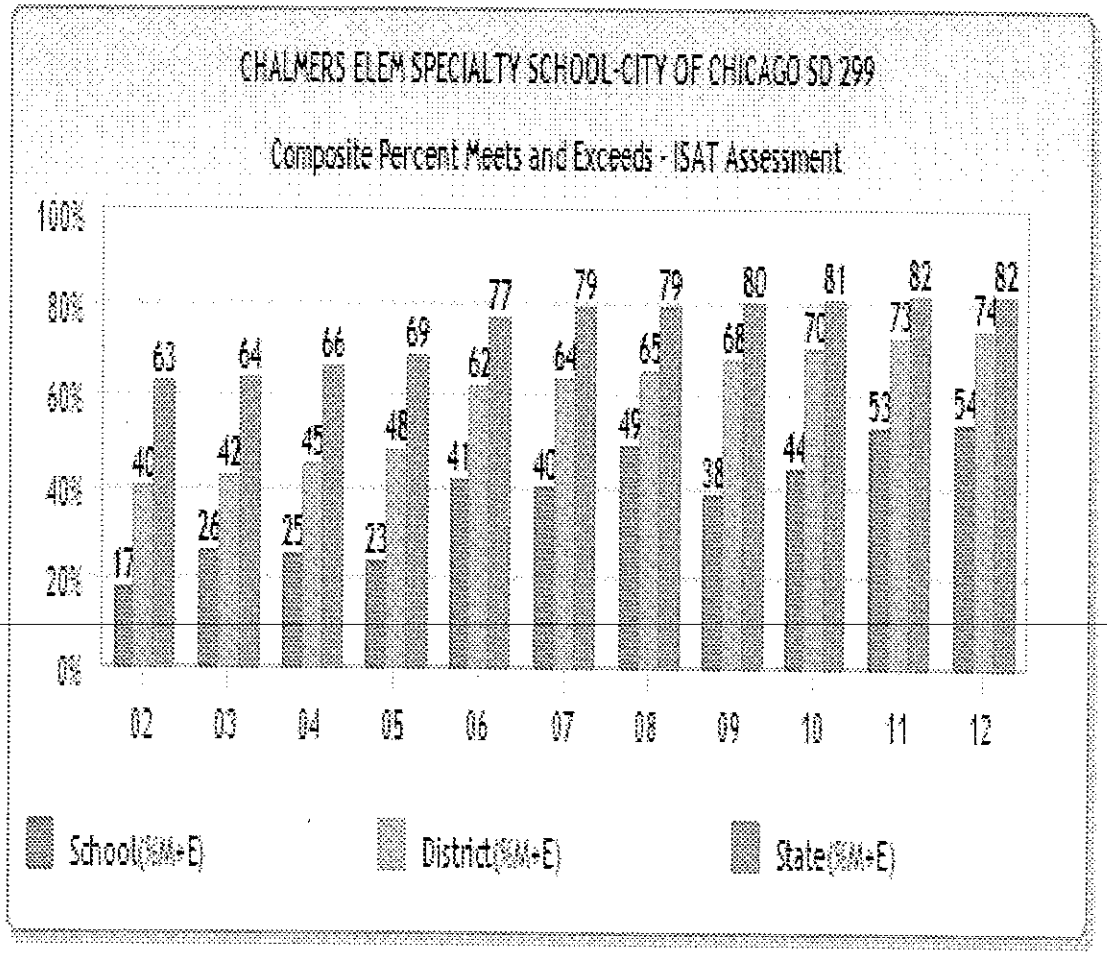


	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
North Lawndale	25.22	28.64	28.62	34.43	36.37	48.21	48.06	54.70	56.22	58.77	62.93	62.40
AUSL Schools	24.35	30.09	27.75	33.81	30.15	43.52	45.83	50.63	51.31	54.19	61.82	62.25
AUSL Schools-Lawndale	25.50	26.20	23.50	30.25	23.30	33.70	42.70	43.45	38.60	43.95	53.60	51.65

Trends in ISAT Math Scores:
North Lawndale Schools and AUSL Schools

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
North Lawndale	21.0	24.4	29.4	36.1	32.8	53.6	57.9	59.1	62.6	66.0	69.8	70.2
AUSL Schools	20.25	25.42	26.66	28.71	22.21	45.07	51.24	50.98	58.01	64.86	75.59	77.82
AUSL Schools-Lawndale	15.55	15.70	26.95	25.35	18.35	35.30	45.50	35.25	40.30	54.00	65.95	65.75

Appendix A


CHALMERS ELEM SPECIALTY SCHOOL-CITY OF CHICAGO SD 299
Composite Percent Meets and Exceeds - ISAT Assessment
100%
80%
60%
40%
20%
0%
17 40 63
26 42 64
25 45 66
23 48 69
41 62 77
40 64 79
49 65 79
38 68 80
44 70 81
53 73 82
54 74 82
02 03 04 05 06 07 08 09 10 11 12
School(%M+E)
District(%M+E)
State(%M+E)

Appendix B

2012 ISAT scores for Chicago Public Schools

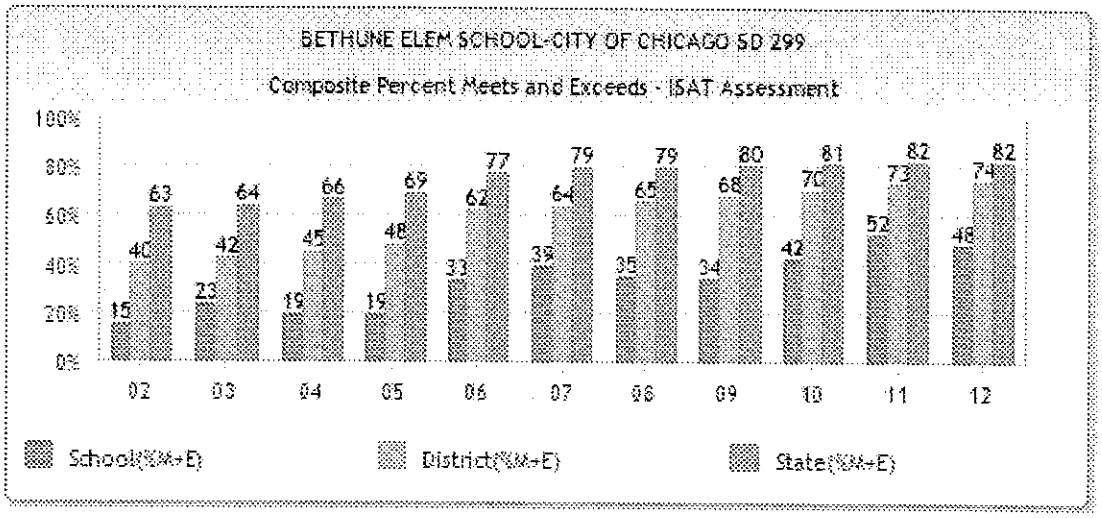
July 16, 2012 6:33AM

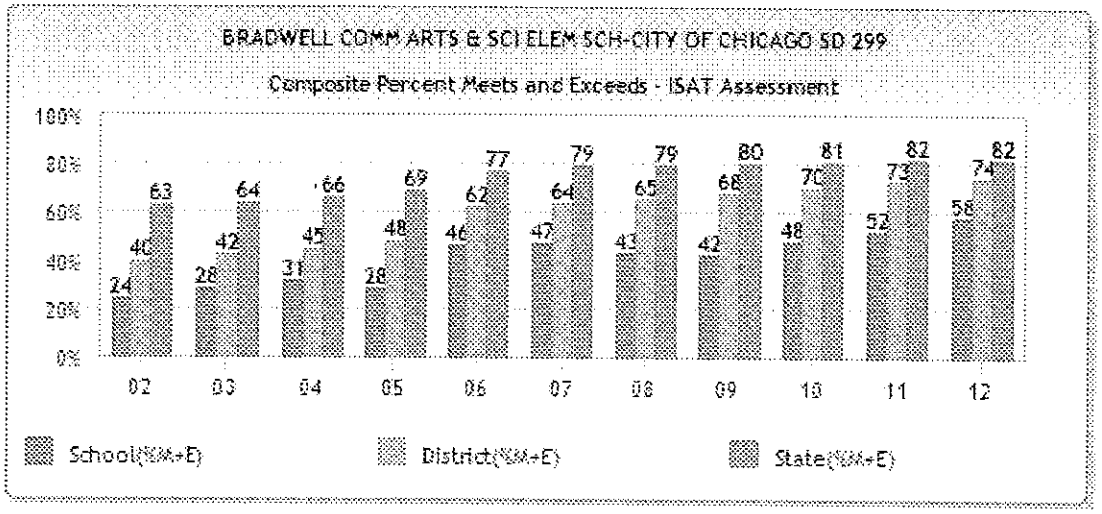
Results show the percentage of students meeting or exceeding state standards on all tests. Click on "Details" to get school results broken out for reading, math and science tests.

Results are sortable by clicking at the top of a column.
High schools included in the results offer seventh- and eighth-grade programs, usually to advanced students.

School	School Type	Overall Meets or Exceeds 2012	Overall Meets or Exceeds 2011	Overall Meets or Exceeds Change	
Chgo Acad Es	AUSL Schools	89.6	89.6	0	Details
Dodge	AUSL Schools	81.5	84	-2.5	Details
Morton	AUSL Schools	78.2	74	4.2	Details
Tarkington	AUSL Schools	74.4	72.5	1.9	Details
National Teachers	AUSL Schools	74.1	73.4	0.7	Details
Howe	AUSL Schools	70.2	72	-1.8	Details
Dulles	AUSL Schools	70.1	59.6	10.5	Details
Harvard	AUSL Schools	66.4	65.5	0.9	Details
Johnson	AUSL Schools	65.7	60.4	5.3	Details
Curtis	AUSL Schools	64	60.4	3.6	Details
Sherman	AUSL Schools	62.2	59.6	2.6	Details
Deneen	AUSL Schools	60.7	61.3	-0.6	Details
Bradwell	AUSL Schools	58.2	52.5	5.7	Details
Bethune	AUSL Schools	48.4	52.7	-4.	

Appendix C


BETHUNE ELEM SCHOOL-CITY OF CHICAGO SD 299
Composite Percent Meets and Exceeds - ISAT Assessment
100%
80%
60%
40%
20%
0%
15 40 63
23 42 64
19 45 66
19 48 69
33 62 77
39 64 79
35 65 79
34 68 80
42 70 81
52 73 82
48 74 82
02 03 04 05 06 07 08 09 10 11 12
School(%M+E)
District(%M+E)
State(%M+E)


BRADWELL COMM ARTS & SCI ELEM SCH-CITY OF CHICAGO SD 299
Composite Percent Meets and Exceeds - ISAT Assessment
100%
80%
60%
40%
20%
0%
24 40 63
28 42 64
31 45 66
28 48 69
46 62 77
47 64 79
43 65 79
42 68 80
48 70 81
52 73 82
58 74 82
02 03 04 05 06 07 08 09 10 11 12
School(%M+E)
District(%M+E)
State(%M+E)

Lawndale Alliance

4111 West 21st Place
Chicago, IL 60623
Phone: 773-521-3137
Fax: 773-522-1832

Public Comments to CPS Regarding the Proposed ~~Closure~~ Turnaround of Chalmers School

May 2, 2013

My name is Valerie Leonard, the Co-Founder of the Lawndale Alliance. We are a group of residents who have come together to address issues of concern to the community, including education, TIF reform and mortgage foreclosure. We are also members of the Committee to Save North Lawndale Schools. We are here today to provide testimony against the proposed turnaround of Chalmers Elementary Specialty School by AUSL.

CPS has provided four primary reasons for the proposed turnaround of Chalmers: 1) "Over the last 6 years, Thomas Chalmers Specialty Elementary School(Chalmers) has been on probation and has not made the progress necessary to take it off probation. 2) "We want to provide students with the opportunity to access a high-quality education and get on a path to success in the classroom.." and " create a culture of success at Chalmers in order to give all students the high-quality education they deserve. " 3) "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. 4) "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.

With respect to point 1), regarding the fact that the school has been on probation and has not made sufficient progress, we ask that you consider the fact that education is a developmental process, and that the current principal, Dr. Kent Nolen, has only been at the school 3 years. In his short tenure, the number of students meeting or exceeding state standards in reading increased from 44.6% to 51.5%. This represents a 6.9 point difference (15% growth), as compared to 6.2 (11% growth) for North Lawndale, 5.6 points for the district (8% growth), and 4.9 points for charter schools (7% growth). Likewise, the number of students meeting or exceeding state standards in math increased from 37.3% to 55.1%. This represents a 17.8 point difference, (48% growth) as compared to 7.6 points (12% growth) for North Lawndale, 6.9 points (9% growth) for the district and 6.1 points for charter schools (8% growth). Clearly, Dr. Nolen is a man with a plan, and it is working. There is no need for a takeover from AUSL.

	Percent Meeting/Exceeding State Standards in Reading											
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Chalmers	19.8	17.5	24.2	25.3	24.4	40.0	43.7	50.3	44.6	42.5	57.0	51.5
North Lawndale	25.2	28.6	28.6	34.4	36.4	48.2	48.1	54.7	56.2	58.8	62.9	62.4
City Wide	38.8	41.5	41.5	46.3	47.7	59.1	60.9	66.7	67.8	68.4	72.7	73.4
Charter/Contract Schools	37.6	42.5	49.0	49.6	62.4	62.3	61.8	68.4	67.9	69.7	72.1	72.9

Reading						
	Growth			% Growth		
	3-Year	5-Year	11-Year	3-Year	5-Year	11-Year
Chalmers	6.9	7.8	31.7	15%	18%	160%
North Lawndale	6.2	14.3	37.2	11%	30%	147%
City Wide	5.6	12.5	34.6	8%	21%	89%
Charter/Contract Schools	4.9	11.0	35.3	7%	18%	94%

	Percent Meeting/Exceeding State Standards in Math											
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Chalmers	15.2	11.1	25.0	20.3	19.5	40.6	38.0	49.4	37.3	46.9	54.9	55.1
North Lawndale	21.0	24.4	29.4	36.1	32.8	53.6	57.9	59.1	62.6	66.0	69.8	70.2
City Wide	34.8	37.7	41.7	46.8	45.7	64.0	68.6	70.5	73.6	76.5	79.4	80.5
Charter/Contract Schools	31.6	45.6	47.4	53.6	66.3	70.3	74.4	73.3	74.5	77.1	79.3	80.6

Math						
	Growth			% Growth		
	3-Year	5-Year	11-Year	3-Year	5-Year	11-Year
Chalmers	17.8	17.1	39.9	48%	45%	263%
North Lawndale	7.6	12.3	49.2	12%	21%	235%
City Wide	6.9	11.9	45.7	9%	17%	131%
Charter/Contract Schools	6.1	6.2	49.0	8%	8%	155%

An Education Week article on student mobility has indicated that the potential impact of mobility on students' education is significant. Students who move often between schools may experience a range of problems such as: lower achievement levels due to discontinuity of curriculum between schools, behavioral problems, difficulty developing peer relationships, and a greater risk for dropping out.

Although little research has been conducted on the impact of student mobility on non-mobile students, schools with significant incidences of student mobility also report an impact on their non-mobile students, teachers, and overall school climate. For example, a policy brief published in 1999 by Policy Analysis for California Education, found that California schools with high mobility rates (30 percent or higher), reported that test scores for non-mobile students were considerably lower than those of students in schools with lower mobility rates. The findings

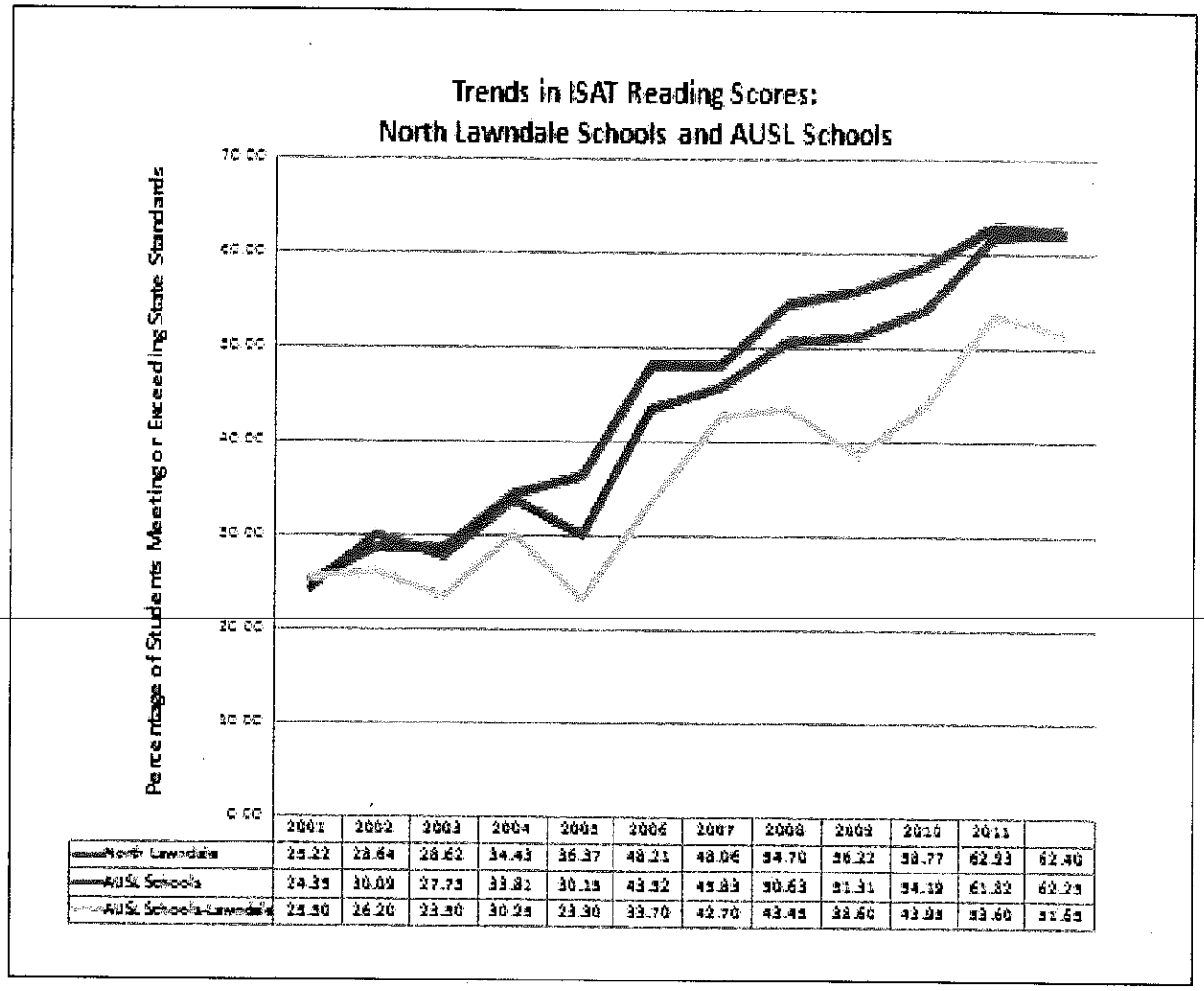
support claims that continual student turnover is disruptive and keeps non-mobile students from moving ahead as teachers spend extra time helping newer students catch up. Some schools have attempted to alleviate this by keeping highly mobile students (i.e. children of migrant workers) segregated from other classes, so that the continual arrival and departure of mobile students does not disrupt the education of other non-mobile students (Hartman, 2002).(Education Week 2004)

Chalmers is in an area of Lawndale with an increasingly significantly transient population, due to a number of factors, including family issues, a shortage of affordable housing and the mortgage foreclosure crisis. A number of students live in homeless shelters. The student mobility rate has increased from 27.7% in 2001 to 42.6% in 2012. This represents a 53.79% **increase** in mobility for Chalmers The average mobility rate for all Chicago Public Schools was 25.2% in 2001 and 18.3% in 2012. This represents a 27.38% **reduction** in mobility for CPS students across the district. During this time, Chalmers has seen 160.10% growth in the number of students meeting or exceeding state standards in reading as compared to 89.18% for the district. Chalmers has experienced a 262.50% increase in the number of students meeting or exceeding state standards in math, as compared to a131.32% increase for the district.

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	% Change
Chalmers Mobility	27.7	29.2	36.5	23.2	35.7	39.3	31.8	34.6	31.5	31.3	39.0	42.6	53.79%
Citywide	25.2	24.8	24.5	24.4	24.0	26.8	22.4	23.3	18.8	18.7	17.9	18.3	-27.38%
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
Chalmers % Meet/Exceed in Reading	19.8	17.5	24.2	25.3	24.4	40.0	43.7	50.3	44.6	42.5	57.0	51.5	160.10%
City Wide	38.8	41.5	41.5	46.3	47.7	59.1	60.9	66.7	67.8	68.4	72.7	73.4	89.18%
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
Chalmers % Meet/Exceed in Math	15.2	11.1	25.0	20.3	19.5	40.6	38.0	49.4	37.3	46.9	54.9	55.1	262.50%
Citywide	34.8	37.7	41.7	46.8	45.7	64.0	68.6	70.5	73.6	76.5	79.4	80.5	131.32%

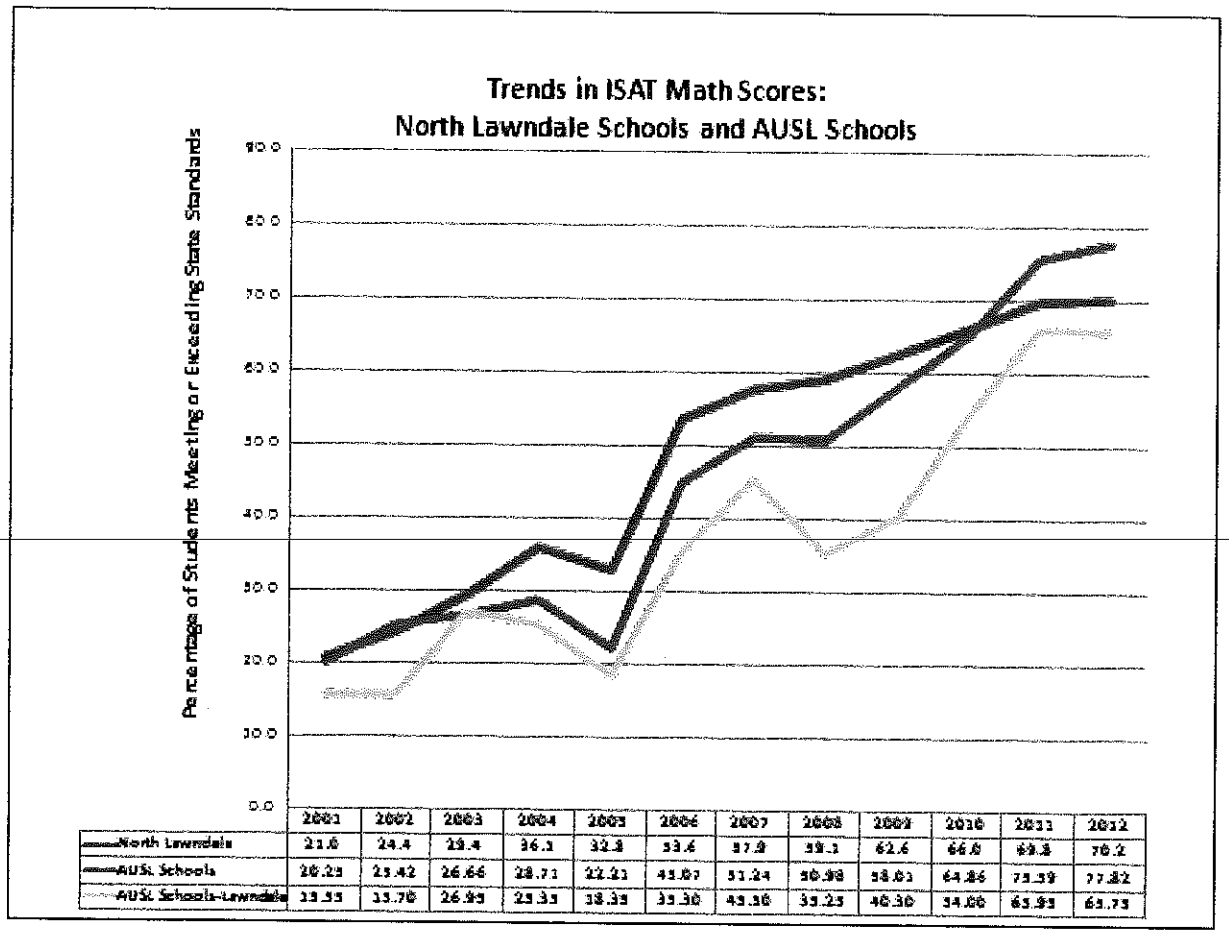
With respect to point 3) regarding the remarkable results of the AUSL turnarounds, we cannot say that AUSL provides better option at this time. While it is true that AUSL schools have made significant gains relative to district averages, the AUSL North Lawndale co-hort has not outperformed district averages or North Lawndale averages in reading or math.
(See Charts 1 and 2).

Chart 1. ISAT Reading Scores: North Lawndale Schools and AUSL Schools



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
North Lawndale	25.22	28.64	28.62	34.43	36.37	48.21	48.06	54.70	56.22	58.77	62.93	62.40
AUSL Schools	24.35	30.09	27.73	33.82	30.15	43.52	45.83	50.63	51.31	54.19	61.82	62.25
AUSL Schools-Lawndale	25.50	26.20	23.30	30.25	23.30	33.70	42.70	43.45	38.60	43.95	53.60	51.65

Chart 2. ISAT Math Scores: North Lawndale Schools and AUSL Schools



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
North Lawndale	21.0	24.4	29.4	36.1	32.8	53.6	57.9	59.1	62.6	66.0	69.8	70.2
AUSL Schools	20.25	25.42	26.66	28.71	22.21	45.07	51.24	50.98	58.01	64.86	75.59	77.82
AUSL Schools-Lawndale	15.55	15.70	26.95	25.35	18.35	35.30	45.30	35.25	40.30	54.00	65.95	65.75

Finally, we wish to express our deep concern that every school closure and turnaround action in North Lawndale, with the exception of Paderewski School, centers around consolidating schools into the AUSL portfolio. Henson school, which is a very well-resourced level 3 school, will close. Publicly, CPS has said that the receiving school is Hughes, which is a level 2 school. A closer inspection of the new attendance boundaries reveal that only 30% of the old Henson attendance boundary will be in the new Hughes attendance boundary. About 20% of the old Henson boundary will fold into the Webster boundaries, while a whopping 50% of the Henson attendance boundary will go into Herzl, which is an under-utilized level 3school that is exempt from co-location because it's managed by AUSL. Henson has more community resources to support students, children and families than any other school in North Lawndale.

When we look at the area around Douglas Park, we see that Bethune, which is located on Arthington, will close, and fold into Gregory School (level 1). Parents have cited safety concerns regarding gang territories, and have publicly stated that they will not send their children to Gregory. They will more than likely send their children to another AUSL school like Johnson or Chalmers (assuming it is taken over by AUSL).

Closing Bethune will free capacity for AUSL to take over Chalmers, and effectively replace Bethune with Chalmers, which is a higher performing school that is very well managed and located across the street from the northeast corner of Douglas Park. Pope School, located across the street from the southwest corner of Douglas Park, will merge into Johnson, an AUSL-managed school that is located across the street from Douglas Park on 14th and Albany. AUSL already manages Collins, located in Douglas Park. After the proposed closures and consolidation of schools, AUSL will control all the public schools in and around Douglas Park, including Johnson, Chalmers and Collins High School. (Note: One of the North Lawndale College Preparatory Charter High School sites shares the building with Collins).

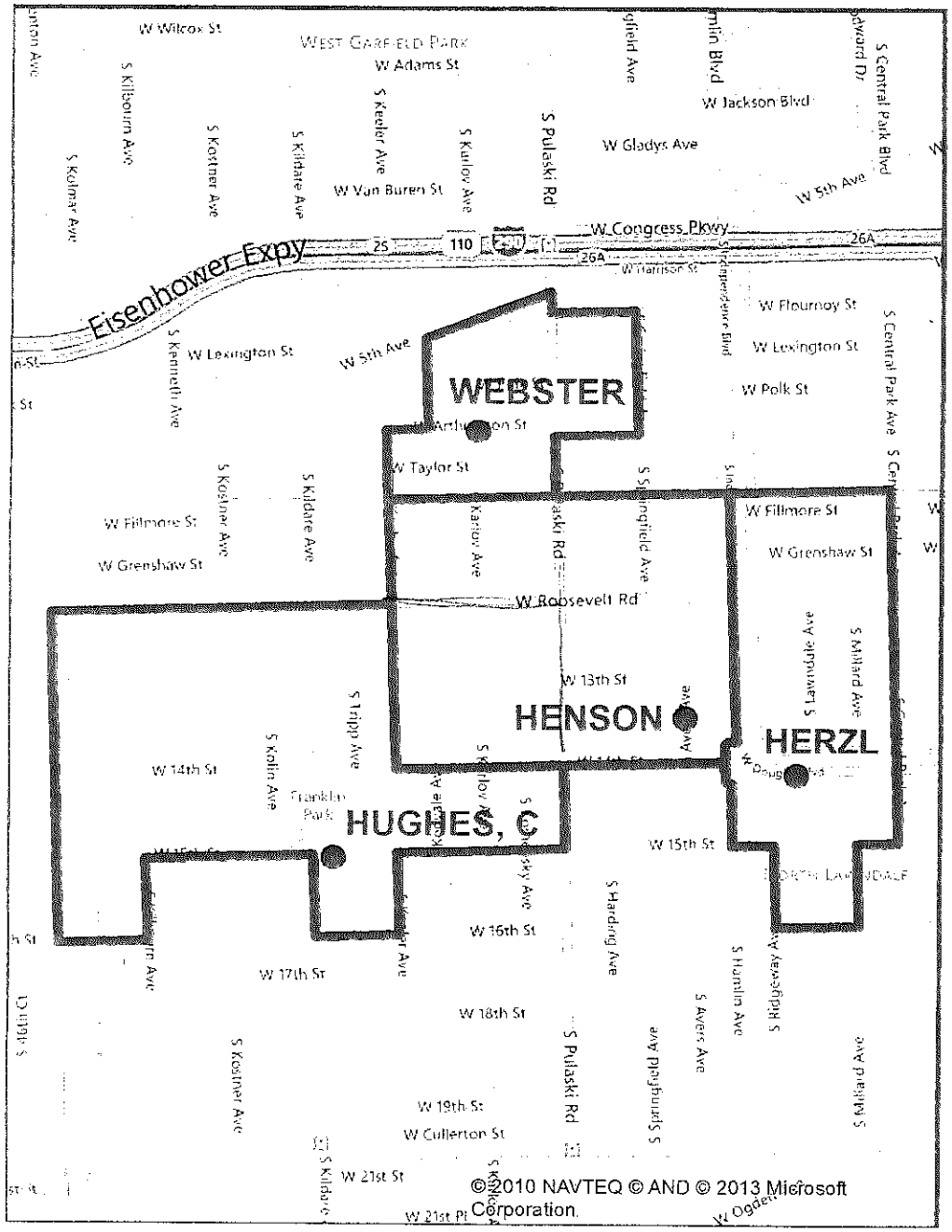
Residents also question the independence of the decisions being made, given the fact that CPS Board President Vitale is the former AUSL board chairman, and Tim Cawley, Chief Administrative Officer at CPS, is a former AUSL executive. After the consolidation is done, AUSL will control EVERY school in Douglas Park will be controlled by AUSL. On top of that, CPS has not shared any plans for the empty Pope School building. No one wants to see an empty school building in the community, as empty buildings are magnets for all manner of illicit activities. As it is, North Lawndale has over 1,700 vacant buildings and lots. We do not need another. In closing, we respectfully request once more, that Chalmers be allowed to continue its own turnaround without being taken over. We also request that Bethune be allowed to remain open and complete the turnaround they started two years ago.

Valerie F. Leonard

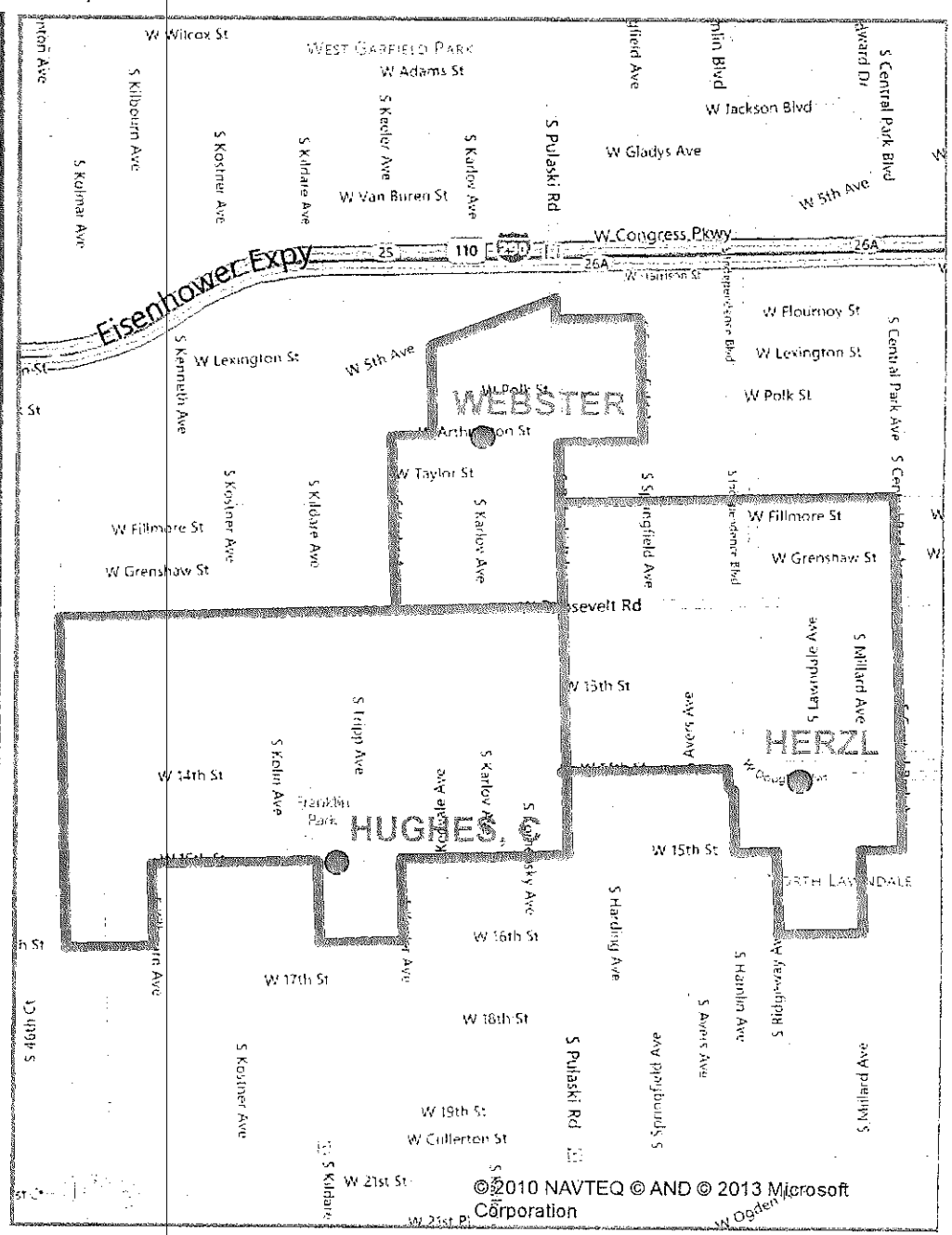
Valerie F. Leonard
Co-Founder, Lawndale Alliance

Current and Proposed Attendance Area Boundaries

Current 2012-13 Boundaries



Proposed 2013-14 Boundaries



Post-Hearing
E-mail submission 5/3/13
in 2013 Chalmers
Reconstitution Case

Subject: **Fwd: Public Comments Against Turnaround for Chalmers**
From: "Schools, Quality"
Date Friday, May 03, 2013 3:49 PM
To: FHayzeB@aol.com
CC: Ruchi Verma

Hearing Officer Bates,

Please see the email below, submitted regarding the CEO's proposal to reconstitute Chalmers.

Would you like a printed, color copy sent to your home?

Please let me know if you have any questions. Thanks,
Esther

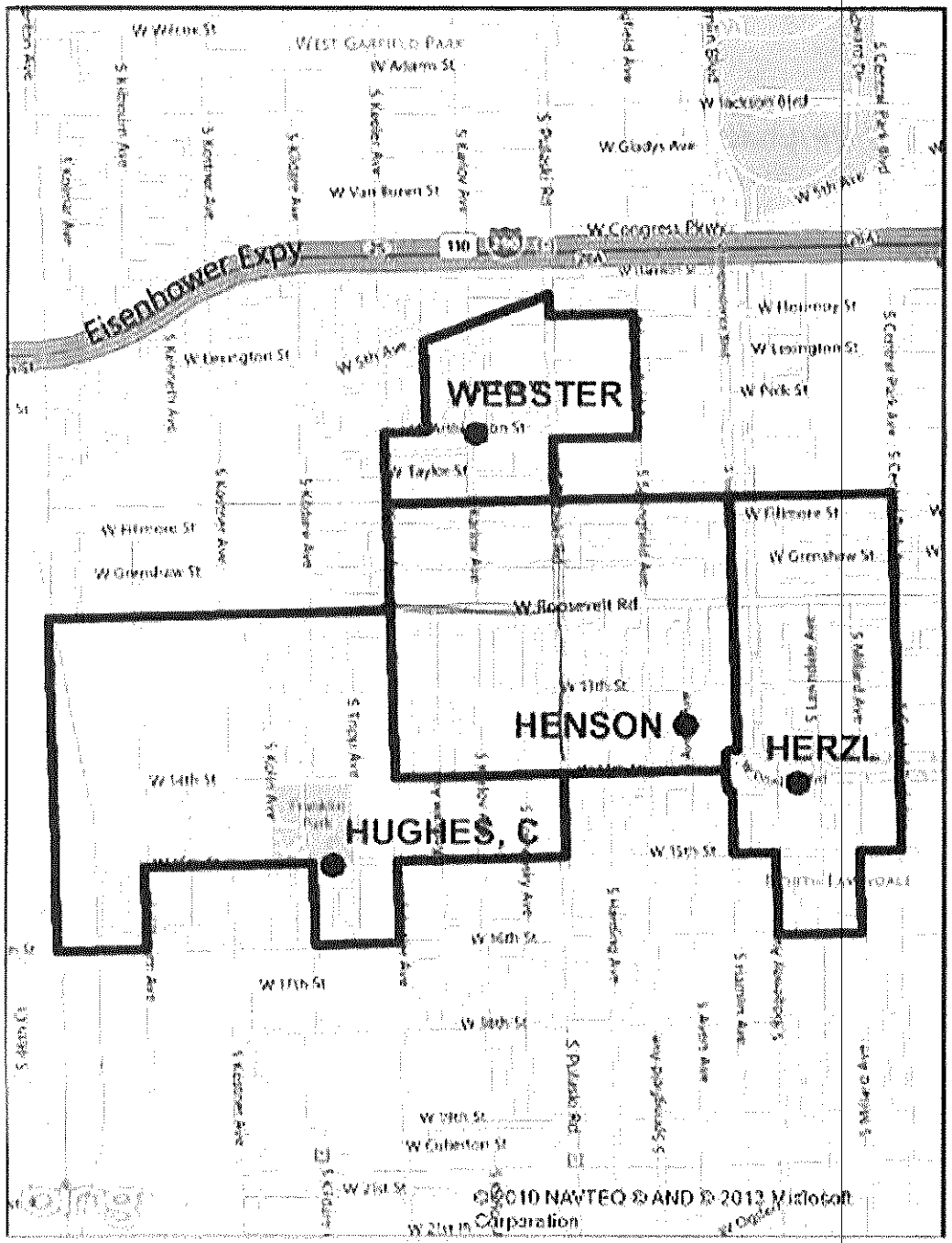
---------- Forwarded message ----------
From: **Valerie F. Leonard** <valeriefleonard@msn.com>
Date: Fri, May 3, 2013 at 2:42 PM
Subject: Public Comments Against Turnaround for Chalmers
To: "qualityschools@cps.edu" <qualityschools@cps.edu>

Please find attached an electronic file of the comments I provided for the Chalmers hearing, a copy of the boundary map for Henson School depicting how new Henson boundaries favor AUSL-Herzl more than Hughes, the receiving school for Henson a copy of a map depicting the consolidation of AUSL in North Lawndale, and a letter to the editor of the North Lawndale News regarding the fact that school closures are not resulting in better options for our children.

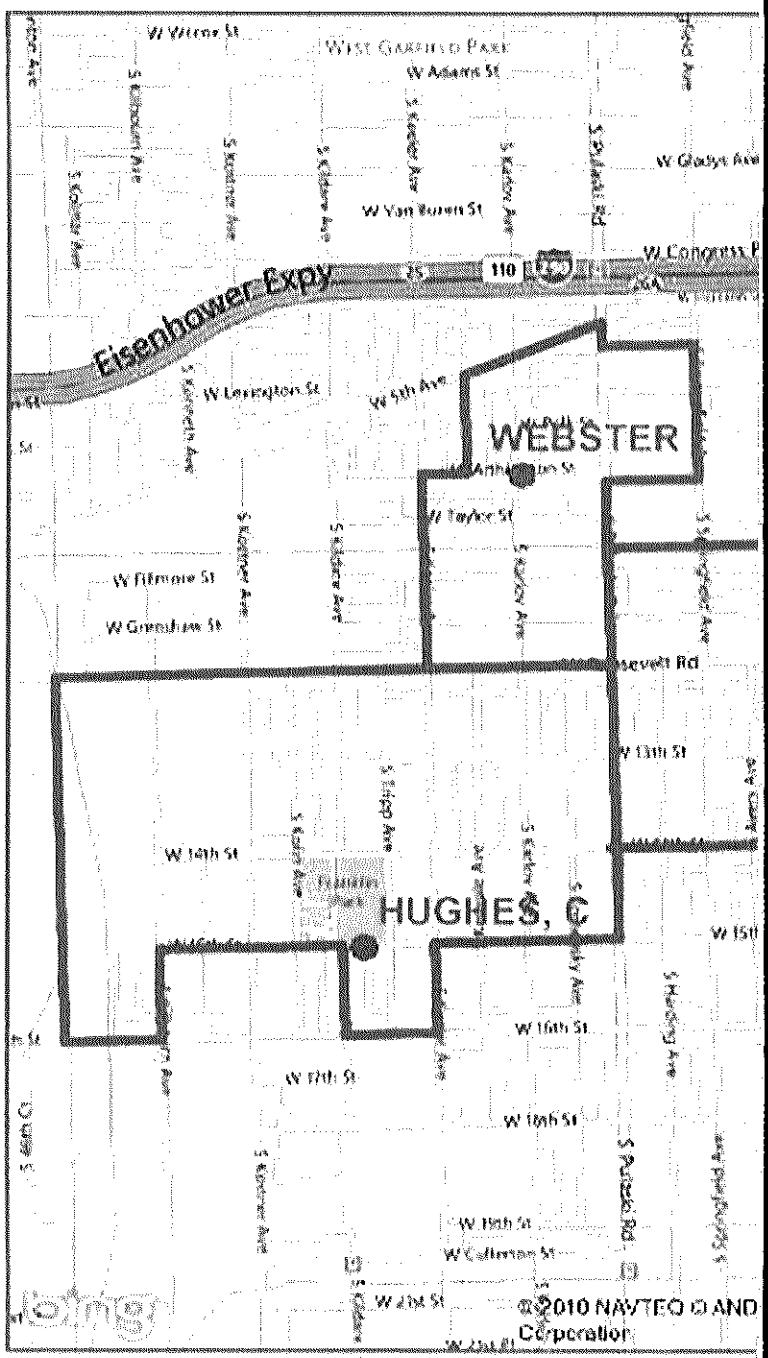
Valerie F. Leonard
Expert in Community and Organizational Development
Phone: 773-521-3137
Fax: 773-522-1832
E-mail: consulting@valeriefleonard.com
Website: http://www.valeriefleonard.com
Weblog: http://valeriefleonard.com/StayingintheLoop/nfblog/ (Staying In the Loop)

Current and Proposed Attendance Area Boundaries

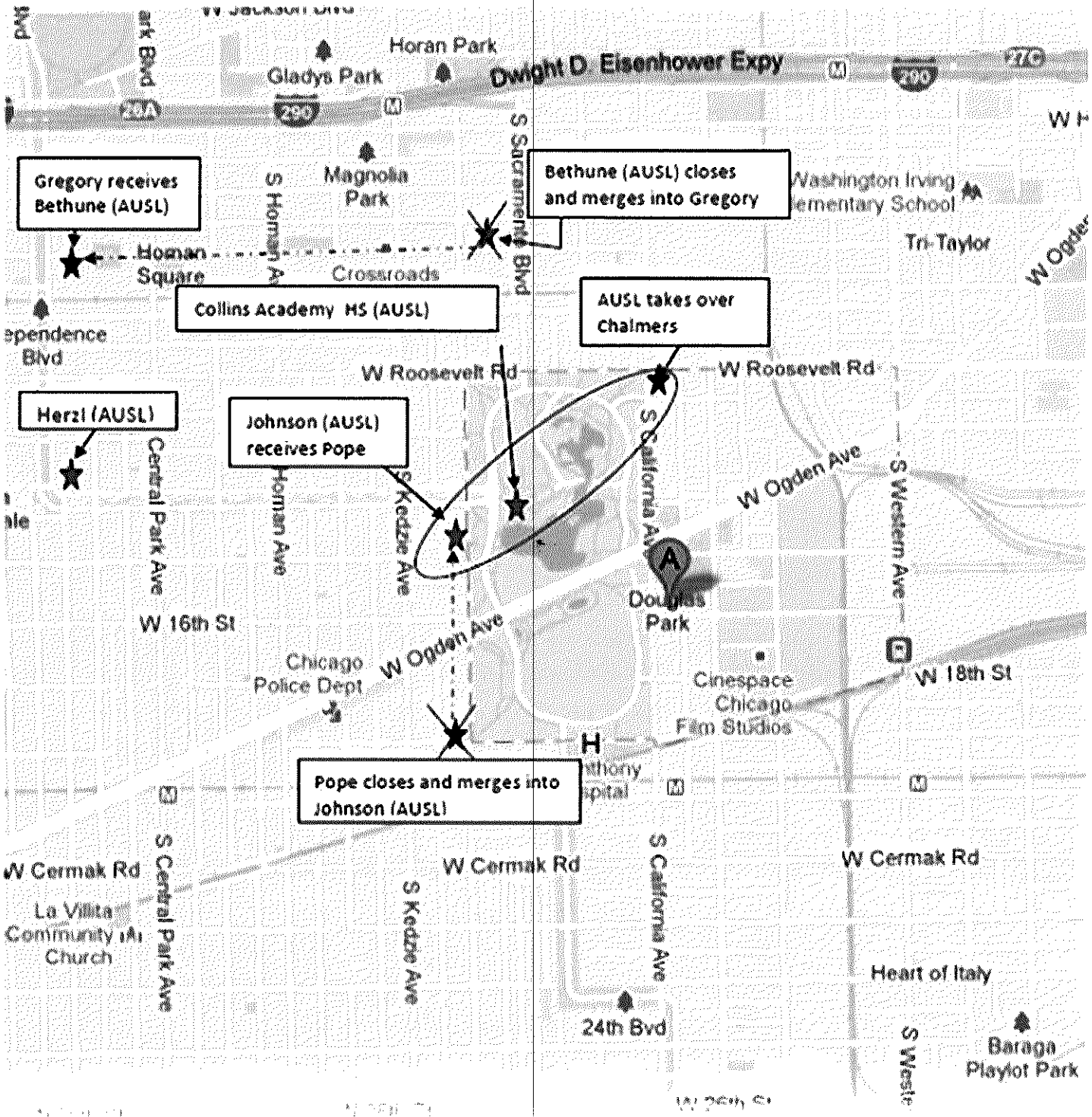
Current 2012-13 Boundaries



Proposed 2013-14 Boundaries



The AUSL Consolidation Plan for North Lawndale



AUSL will emerge as the big winner in school consolidation in North Lawndale. Bethune will close and merge into Gregory, which will free up capacity for AUSL to take over Chalmers. Pope will close and merge into Johnson (AUSL). After the consolidation is done, AUSL will control EVERY school in Douglas Park, including Collins Academy HS, Johnson and Chalmers.

★ Indicates school other than AUSL.

★ Indicates a school currently managed by AUSL.

Lawndale Alliance

4111 West 21st Place
Chicago, IL 60623
Phone: 773-521-3137
Fax: 773-522-1832

Public Comments to CPS Regarding the Proposed Closure of Chalmers School May 2, 2013

My name is Valerie Leonard, the Co-Founder of the Lawndale Alliance. We are a group of residents who have come together to address issues of concern to the community, including education, TIF reform and mortgage foreclosure. We are also members of the Committee to Save North Lawndale Schools. We are here today to provide testimony against the proposed turnaround of Chalmers Elementary Specialty School by AUSL.

CPS has provided four primary reasons for the proposed turnaround of Chalmers: 1) "Over the last 6 years, Thomas Chalmers Specialty Elementary School(Chalmers) has been on probation and has not made the progress necessary to take it off probation. 2) "We want to provide students with the opportunity to access a high-quality education and get on a path to success in the classroom.." and " create a culture of success at Chalmers in order to give all students the high-quality education they deserve. " 3) "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. 4) "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.

With respect to point 1), regarding the fact that the school has been on probation and has not made sufficient progress, we ask that you consider the fact that education is a developmental process, and that the current principal, Dr. Kent Nolen, has only been at the school 3 years. In his short tenure, the number of students meeting or exceeding state standards in reading increased from 44.6% to 51.5%. This represents a 6.9 point difference (15% growth), as compared to 6.2 (11% growth) for North Lawndale, 5.6 points for the district (8% growth), and 4.9 points for charter schools (7% growth). Likewise, the number of students meeting or exceeding state standards in math increased from 37.3% to 55.1%. This represents a 17.8 point difference, (48% growth) as compared to 7.6 points (12% growth) for North Lawndale, 6.9 points (9% growth) for the district and 6.1 points for charter schools (8% growth). Clearly, Dr. Nolen is a man with a plan, and it is working. There is no need for a takeover from AUSL.

	Percent Meeting/Exceeding State Standards in Reading											
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Chalmers	19.8	17.5	24.2	25.3	24.4	40.0	43.7	50.3	44.6	42.5	57.0	51.5
North Lawndale	25.2	28.6	28.6	34.4	36.4	48.2	48.1	54.7	56.2	58.8	62.9	62.4
City Wide	38.8	41.5	41.5	46.3	47.7	59.1	60.9	66.7	67.8	68.4	72.7	73.4
Charter/Contract Schools	37.6	42.5	49.0	49.6	62.4	62.3	61.8	68.4	67.9	69.7	72.1	72.9

	Reading					
	Growth			% Growth		
	3-Year	5-Year	11-Year	3-Year	5-Year	11-Year
Chalmers	6.9	7.8	31.7	15%	18%	160%
North Lawndale	6.2	14.3	37.2	11%	30%	147%
City Wide	5.6	12.5	34.6	8%	21%	89%
Charter/Contract Schools	4.9	11.0	35.3	7%	18%	94%

	Percent Meeting/Exceeding State Standards in Math											
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Chalmers	15.2	11.1	25.0	20.3	19.5	40.6	38.0	49.4	37.3	46.9	54.9	55.1
North Lawndale	21.0	24.4	29.4	36.1	32.8	53.6	57.9	59.1	62.6	66.0	69.8	70.2
City Wide	34.8	37.7	41.7	46.8	45.7	64.0	68.6	70.5	73.6	76.5	79.4	80.5
Charter/Contract Schools	31.6	45.6	47.4	53.6	66.3	70.3	74.4	73.3	74.5	77.1	79.3	80.6

	Math					
	Growth			% Growth		
	3-Year	5-Year	11-Year	3-Year	5-Year	11-Year
Chalmers	17.8	17.1	39.9	48%	45%	263%
North Lawndale	7.6	12.3	49.2	12%	21%	235%
City Wide	6.9	11.9	45.7	9%	17%	131%
Charter/Contract Schools	6.1	6.2	49.0	8%	8%	155%

An Education Week article on student mobility has indicated that the potential impact of mobility on students' education is significant. Students who move often between schools may experience a range of problems such as: lower achievement levels due to discontinuity of curriculum between schools, behavioral problems, difficulty developing peer relationships, and a greater risk for dropping out.

Although little research has been conducted on the impact of student mobility on non-mobile students, schools with significant incidences of student mobility also report an impact on their non-mobile students, teachers, and overall school climate. For example, a policy brief published in 1999 by Policy Analysis for California Education, found that California schools with high mobility rates (30 percent or higher), reported that test scores for non-mobile students were considerably lower than those of students in schools with lower mobility rates. The findings

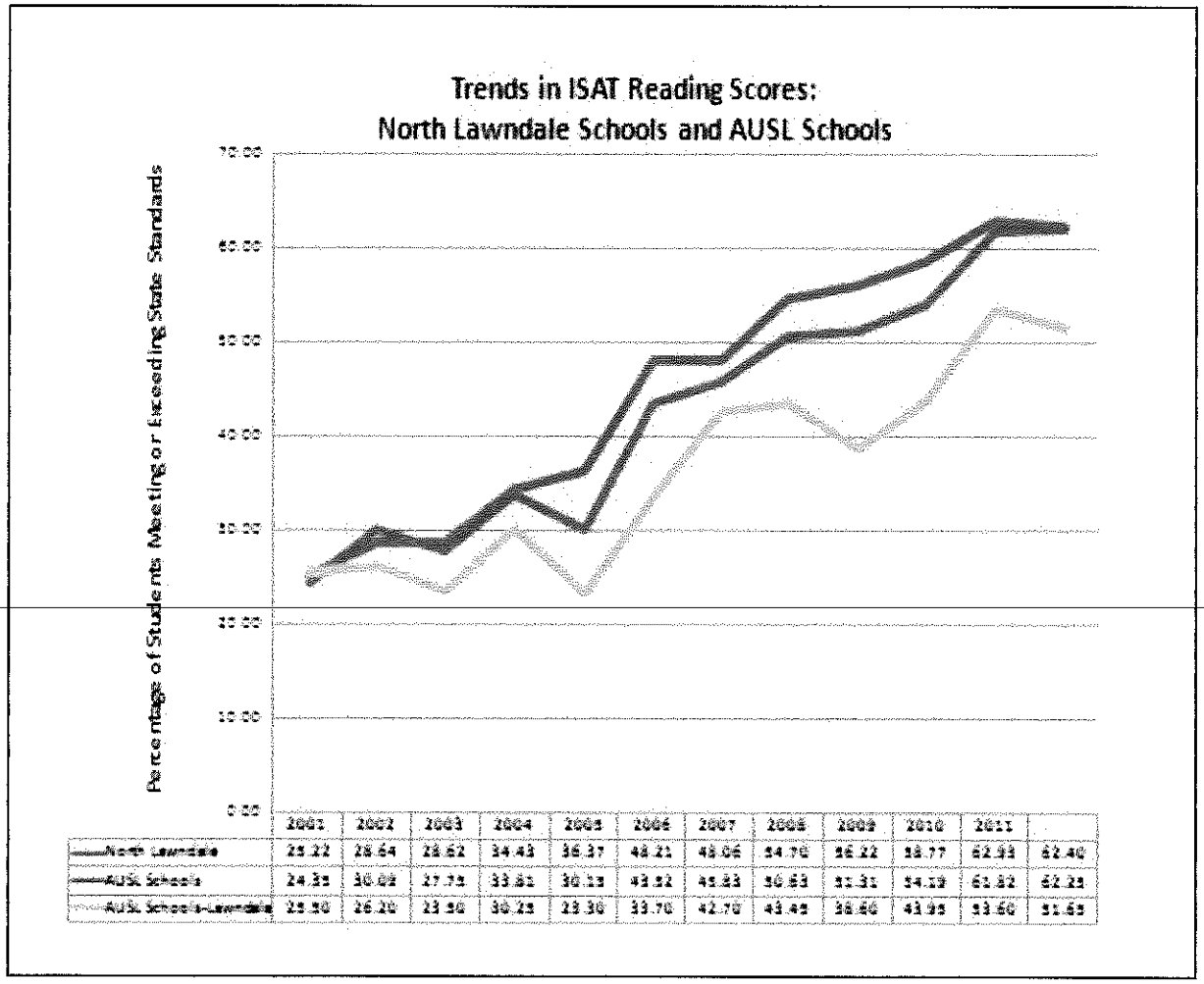
support claims that continual student turnover is disruptive and keeps non-mobile students from moving ahead as teachers spend extra time helping newer students catch up. Some schools have attempted to alleviate this by keeping highly mobile students (i.e. children of migrant workers) segregated from other classes, so that the continual arrival and departure of mobile students does not disrupt the education of other non-mobile students (Hartman, 2002).(Education Week 2004)

Chalmers is in an area of Lawndale with an increasingly significantly transient population, due to a number of factors, including family issues, a shortage of affordable housing and the mortgage foreclosure crisis. A number of students live in homeless shelters. The student mobility rate has increased from 27.7% in 2001 to 42.6% in 2012. This represents a 53.79% **increase** in mobility for Chalmers The average mobility rate for all Chicago Public Schools was 25.2% in 2001 and 18.3% in 2012. This represents a 27.38% **reduction** in mobility for CPS students across the district. During this time, Chalmers has seen 160.10% growth in the number of students meeting or exceeding state standards in reading as compared to 89.18% for the district. Chalmers has experienced a 262.50% increase in the number of students meeting or exceeding state standards in math, as compared to a131.32% increase for the district.

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	% Change
Chalmers Mobility	27.7	29.2	36.5	23.2	35.7	39.3	31.8	34.6	31.5	31.3	39.0	42.6	53.79%
Citywide	25.2	24.8	24.5	24.4	24.0	26.8	22.4	23.3	18.8	18.7	17.9	18.3	-27.38%
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
Chalmers % Meet/Exceed in Reading	19.8	17.5	24.2	25.3	24.4	40.0	43.7	50.3	44.6	42.5	57.0	51.5	160.10%
City Wide	38.8	41.5	41.5	46.3	47.7	59.1	60.9	66.7	67.8	68.4	72.7	73.4	89.18%
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
Chalmers % Meet/Exceed in Math	15.2	11.1	25.0	20.3	19.5	40.6	38.0	49.4	37.3	46.9	54.9	55.1	262.50%
Citywide	34.8	37.7	41.7	46.8	45.7	64.0	68.6	70.5	73.6	76.5	79.4	80.5	131.32%

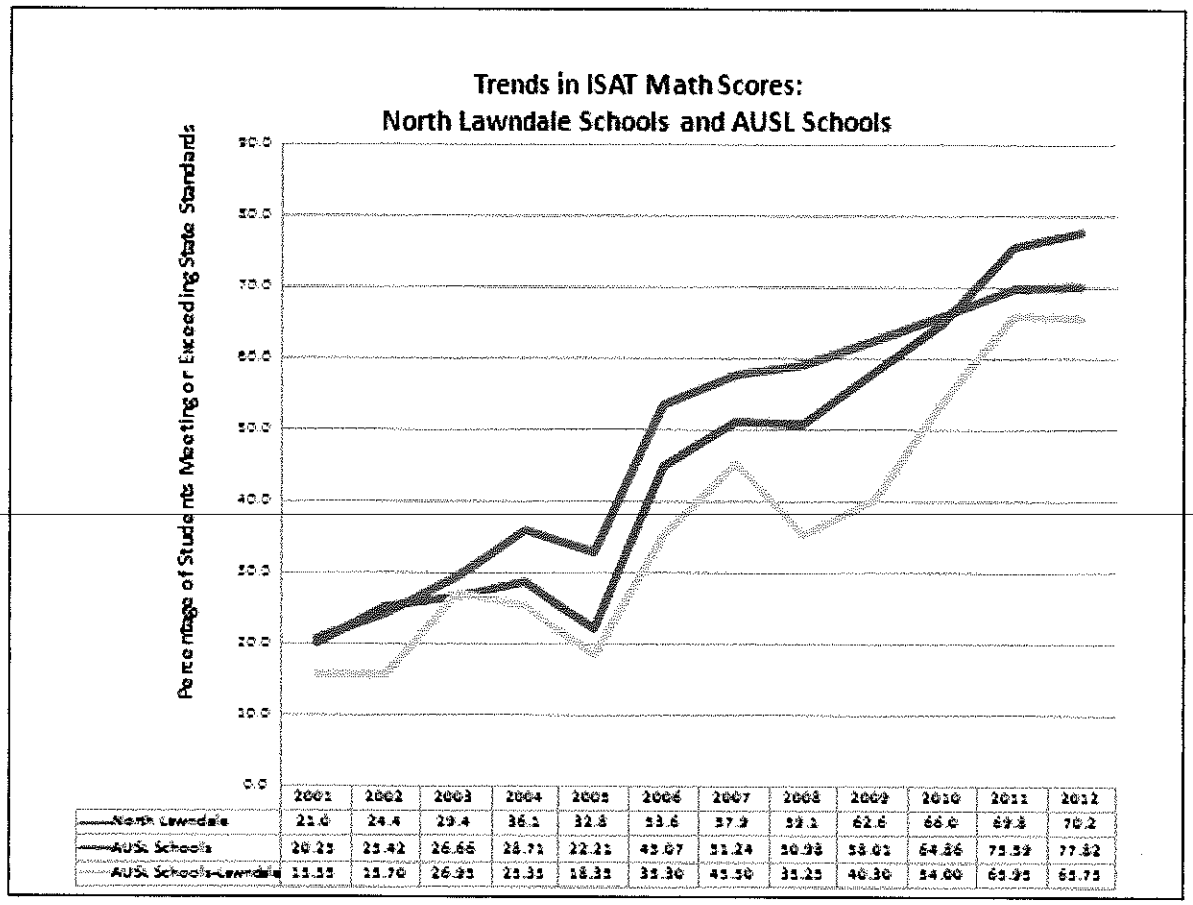
With respect to point 3) regarding the remarkable results of the AUSL turnarounds, we cannot say that AUSL provides better option at this time. While it is true that AUSL schools have made significant gains relative to district averages, the AUSL North Lawndale co-hort has not outperformed district averages or North Lawndale averages in reading or math.
(See Charts 1 and 2).

Chart 1. ISAT Reading Scores: North Lawndale Schools and AUSL Schools



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
North Lawndale	25.22	28.64	28.62	34.43	36.37	48.21	48.06	54.70	56.22	58.77	62.93	62.40
AUSL Schools	24.85	30.09	27.75	33.81	30.13	43.82	45.83	50.83	51.31	54.19	61.82	62.23
AUSL Schools-Lawndale	25.30	26.20	23.50	30.23	23.30	33.70	42.70	43.45	38.60	43.95	53.60	51.65

Chart 2. ISAT Math Scores: North Lawndale Schools and AUSL Schools



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
North Lawndale	21.0	24.4	29.4	36.1	32.8	53.6	57.9	59.1	62.6	66.0	69.8	70.2
AUSL Schools	20.25	23.42	26.66	28.71	22.25	43.07	51.24	50.98	58.01	64.86	75.59	77.82
AUSL Schools-Lawndale	15.55	15.70	26.93	23.35	18.35	35.30	45.50	35.25	46.30	54.00	69.95	65.75

Finally, we wish to express our deep concern that every school closure and turnaround action in North Lawndale, with the exception of Paderewski School, centers around consolidating schools into the AUSL portfolio. Henson school, which is a very well-resourced level 3 school, will close. Publicly, CPS has said that the receiving school is Hughes, which is a level 2 school. A closer inspection of the new attendance boundaries reveal that only 30% of the old Henson attendance boundary will be in the new Hughes attendance boundary. About 20% of the old Henson boundary will fold into the Webster boundaries, while a whopping 50% of the Henson attendance boundary will go into Herzl, which is an under-utilized level 3school that is exempt from co-location because it's managed by AUSL. Henson has more community resources to support students, children and families than any other school in North Lawndale.

When we look at the area around Douglas Park, we see that Bethune, which is located on Arthington, will close, and fold into Gregory School (level 1). Parents have cited safety concerns regarding gang territories, and have publicly stated that they will not send their children to Gregory. They will more than likely send their children to another AUSL school like Johnson or Chalmers (assuming it is taken over by AUSL).

Closing Bethune will free capacity for AUSL to take over Chalmers, and effectively replace Bethune with Chalmers, which is a higher performing school that is very well managed and located across the street from the northeast corner of Douglas Park. Pope School, located across the street from the southwest corner of Douglas Park, will merge into Johnson, an AUSL-managed school that is located across the street from Douglas Park on 14th and Albany. AUSL already manages Collins, located in Douglas Park. After the proposed closures and consolidation of schools, AUSL will control all the public schools in and around Douglas Park, including Johnson, Chalmers and Collins High School. (Note: One of the North Lawndale College Preparatory Charter High School sites shares the building with Collins).

Residents also question the independence of the decisions being made, given the fact that CPS Board President Vitale is the former AUSL board chairman, and Tim Cawley, Chief Administrative Officer at CPS, is a former AUSL executive. After the consolidation is done, AUSL will control EVERY school in Douglas Park will be controlled by AUSL. On top of that, CPS has not shared any plans for the empty Pope School building. No one wants to see an empty school building in the community, as empty buildings are magnets for all manner of illicit activities. As it is, North Lawndale has over 1,700 vacant buildings and lots. We do not need another. In closing, we respectfully request once more, that Chalmers be allowed to continue its own turnaround without being taken over. We also request that Bethune be allowed to remain open and complete the turnaround they started two years ago.

Valerie F. Leonard

Valerie F. Leonard
Co-Founder, Lawndale Alliance

Lawndale Alliance

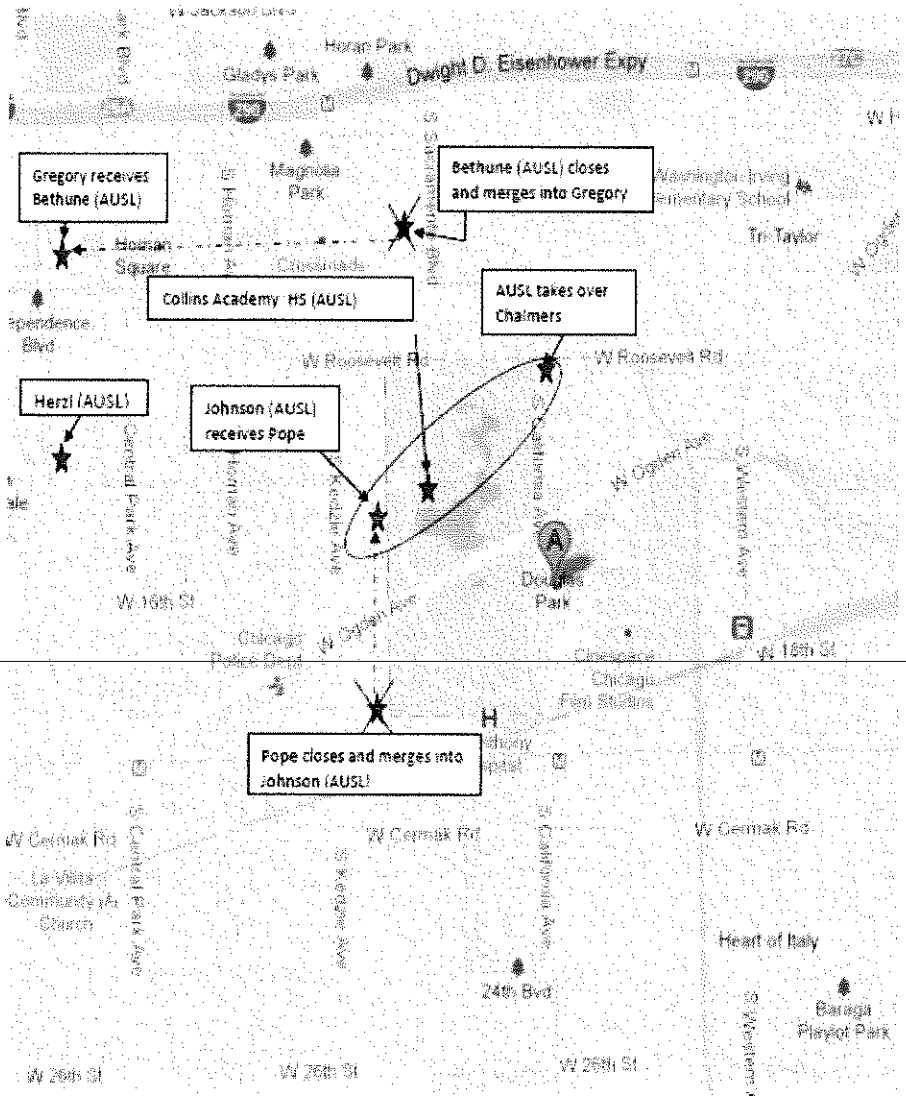
4111 West 21st Place
Chicago, IL 60623
Phone: 773-521-3137
Fax: 773-522-1832

Closing Schools in North Lawndale is Not Providing Better Alternatives

As we enter the final stretch of the race to close down a record number of schools in the nation, we are extremely concerned about the patterns that are emerging in North Lawndale. We find that capital costs used to justify closing North Lawndale schools have been inflated up to 3 times. Moreover, there are no capital projects in progress at the schools slated to be closed, and they are in excellent condition. We have also found, consistently, that CPS has misrepresented the amenities of the closing schools. In most instances, the closing schools have greater amenities than the receiving schools. For example, CPS has said that Pope and Henson don't have computer labs. Henson has two technology labs, a library and a computer in every classroom. Pope has a technology lab and a media center.

Community residents have questioned whether the proposed school closings are providing cover for AUSL to consolidate their interests in North Lawndale. Bethune, an AUSL school, will close before being completely turned around. This will free capacity for AUSL to take over Chalmers, situated across the street from the northeast corner of Douglas Park. Pope, situated across the street from the southwest corner of Douglas Park, will close, and Johnson, which is an AUSL school, will assume its boundaries. Johnson is situated across the street from Douglas Park on 14th Street. AUSL controls Collins High School, situated inside the Park. After the dust settles, AUSL will control essentially every school in or around Douglas Park. While Henson's receiving school is Hughes, the new attendance boundaries are drawn such that the lion's share of Henson students will go to Herzl, another AUSL school. CPS Board President Vitale is the former board president of AUSL. CPS Chief Administrative Officer, Tim Cawley, is a former managing director of AUSL. While we believe schools should be improved rather than closed, it should be noted that AUSL schools do not necessarily present better options. AUSL school in North Lawndale have historically under-performed the North Lawndale Average.

The AUSL Consolidation Plan for North Lawndale

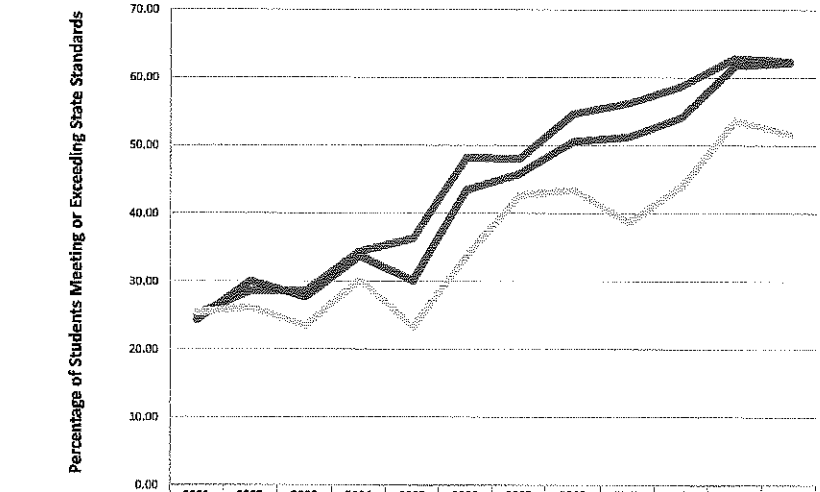


AUSL will emerge as the big winner in school consolidation in North Lawndale. Bethune will close and merge into Gregory, which will free up capacity for AUSL to take over Chalmers. Pope will close and merge into Johnson (AUSL). After the consolidation is done, AUSL will control EVERY school in Douglas Park, including Collins Academy HS, Johnson and Chalmers.

★ Indicates school other than AUSL.

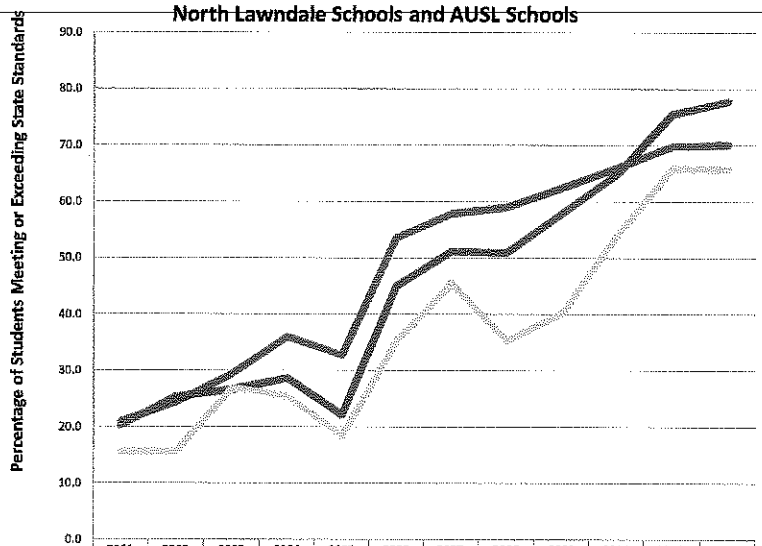
★ Indicates a school currently managed by AUSL.

Trends in ISAT Reading Scores:
North Lawndale Schools and AUSL Schools



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
North Lawndale	25.22	28.64	28.62	34.43	36.37	48.21	48.06	54.70	56.22	58.77	62.93	62.40
AUSL Schools	24.35	30.09	27.75	33.81	30.15	43.52	45.83	50.63	51.31	54.19	61.82	62.25
AUSL Schools-Lawndale	25.50	26.20	23.50	30.25	23.30	33.70	42.70	43.45	38.60	43.95	53.60	51.65

Trends in ISAT Math Scores:
North Lawndale Schools and AUSL Schools



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
North Lawndale	21.0	24.4	29.4	36.1	32.8	53.6	57.9	59.1	62.6	66.0	69.8	70.2
AUSL Schools	20.25	25.42	26.65	28.71	22.21	45.07	51.24	50.98	58.01	64.86	75.59	77.82
AUSL Schools-Lawndale	15.55	15.70	26.95	25.35	18.35	35.30	45.50	35.25	40.30	54.00	65.95	65.75

School Closings will "re-segregate" the African American and Latino communities around Paderewski School, and will not provide better opportunities for African American students. Currently, Paderewski is the only North Lawndale school whose attendance boundaries include North Lawndale and Little Village. Paderewski's student population is 82% African American and 18% Latino. African American students generally live in Lawndale, north of Cermak Road, while the Latino students generally live in Little Village, south of Cermak Road. Even though CPS has designated Cardenas and Castellanos as receiving schools for Paderewski, the new attendance boundaries for Cardenas and Castellanos are drawn such that the northern boundary is Cermak Road. Likewise, the southern boundary for Penn and Crown is Cermak. Effectively, Latino students will be sent to Cardenas or Castellanos while African American students will go to Penn or Crown. Cardenas is Level 1 and Castellanos is Level 2. Cardenas and Castellanos are nearly filled to capacity. Paderewski, Crown and Penn are all Level 3 schools, with Paderewski being the strongest performer of the three.

In closing, we ask that CPS put a moratorium on school closures until they can complete their master facilities planning process, mitigate any conflicts of interest and change any plans that could compound segregation.
Sincerely,

Valerie F. Leonard
Co-Founder,
Lawndale Alliance
773-571-3886
valeriefleonard@msn.com