

June 25, 2008

**APPROVE THE CHICAGO DISTRICT IMPROVEMENT PLAN AS REQUIRED FOR DISTRICTS  
IN CORRECTIVE ACTION UNDER THE FEDERAL NO CHILD LEFT BEHIND ACT**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Chicago Board of Education approve the District Improvement Plan (DIP), required of any District entering Corrective Action under the federal "No Child Left Behind" Act (NCLB).

**DESCRIPTION:** The Chief Executive Officer of the Chicago Public Schools is requesting approval of the District Improvement Plan. In any district failing to make adequate yearly progress (AYP) in reading and mathematics scores for five consecutive years, the Illinois State Board of Education (ISBE) requires that the local school board approve the District Improvement Plan before these plans are submitted to ISBE for review.

NCLB requires that District Improvement Plans identify strategies the district is pursuing or plans to pursue in order to correct its failure to make AYP.

In 2007, Chicago Public Schools missed 5 AYP targets: (1) Black students, reading; (2) Black students, math; (3) Students with Disabilities, reading; (4) Students with disabilities, math; (5) Graduation Rate. A range of strategies for addressing these areas and the achievement of every CPS student has been included in the District Improvement Plan. The district's data were analyzed to target specific interventions that are consistent with the district's identified needs. The Chief Educational Officer reviewed each strategy individually. Exhibit A includes a summary of the District Improvement Plan.

**Approved for Consideration:**



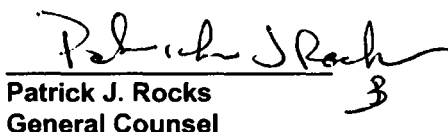
**Barbara Eason-Watkins**  
Chief Education Officer

**Respectfully Submitted**



**Arne Duncan**  
Chief Executive Officer

**Approved as to Legal Form**



**Patrick J. Rocks**  
General Counsel

**CITY OF CHICAGO SD 299**

**District Improvement Plan 2007**

Board Approval Date:	Plan Not Approved.
Plan Submission Date & Ref No:	-
ISBE Monitoring Date:	Monitoring Not Started.

**CITY OF CHICAGO SD 299**

**PRELIMINARY INFORMATION**

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District Information

**RCDT Code Number :** 1501629900000

**District Name:** CITY OF CHICAGO SD 299

**Superintendent:** ARNE DUNCAN

**District Address:** 125 S CLARK

**Telephone # :** 773-553-1000 X:

**City/State/Zip:** CHICAGO, IL 60603 4016

**Email :**

**Is this for a Title I district?** Yes

**Is this for a Title III district that did not meet AMAO?** No

CITY OF CHICAGO SD 299

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	Corrective Action
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	Academic Watch Status

Student Groups	Percent Tested on State Tests				Percent Meeting/Exceeding Standards				Other Indicators			
	Reading		Mathematics		Reading		Mathematics		Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target	%	Safe Harbor Target	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0		55.0		90.0		72.0	
All	99.4	Yes	99.4	Yes	59.0		63.7		91.3	Yes	66.0	No
White	99.9	Yes	99.9	Yes	80.1		83.9			Yes		
Black	99.8	Yes	99.8	Yes	49.1	53.3	53.2	53.8	92.0	No	63.6	
Hispanic	99.9	Yes	99.9	Yes	63.4		69.1			Yes		
Asian/Pacific Islander	99.9	Yes	99.9	Yes	83.5		88.5			Yes		
Native American	99.5	Yes	99.5	Yes	77.7		76.7			Yes		
Multiracial Ethnic	99.9	Yes	99.9	Yes	71.6		77.0			Yes		
LEP	99.7	Yes	99.7	Yes	60.8		66.1			Yes		
Students with Disabilities	98.0	Yes	98.0	Yes	21.7	28.2	30.6	30.6	92.4	No	42.7	
Economically Disadvantaged	99.9	Yes	99.9	Yes	56.1		61.4			Yes		

**CITY OF CHICAGO SD 299**

**Section I-A Data & Analysis - Report Card Data**

**Item 2 - Annual Measurable Achievement Objectives Report for 2007**

**Is this district meeting Annual Measurable Achievement Objectives (AMAO)? YES**

Is this district making English Proficiency Target?	Y
Is this district meeting Progress in English target?	Y
Is this district meeting AYP for LEP?	Y

English Proficiency Test Type:  
Minimum Target:

English Proficiency Targets	English Progress Targets	AYP Participation Rate	AYP-Percent Meeting/Exceeding		AYP-Other Indicators	
			Reading	Mathematics	Attendance	Graduation
10.0	85.0	95.0	55.0	55.0	90.0	72.0

Criterion 1 - Proficiency						Criterion 2 - Progress		
AMAO Performance	Total Number of Students Tested	Number Making Proficient	Percent Making Proficient	Total Number of Students Tested	Number making Progress	Percent Making Progress		
	58672	14618	24.9	40532	38472	94.9		

Criterion 3 - Adequate Yearly Progress (AYP for LEP Subgroup)									
Percent Tested on State Tests		Percent Meeting/Exceeding Standards				Other Indicators (When Safe Harbor Applied)			
Reading		Mathematics		Reading		Mathematics			
%	Met AYP	%	Met AYP	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	Graduation Rate
99.7	YES	99.7	YES		YES	66.1		YES	

CITY OF CHICAGO SD 299

Section I-A Data & Analysis - Report Card Data

Item 3 - District Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	92.1	92.2	92.3	92.0	92.2	91.3
Truancy rate (%)	3.2	3.2	3.6	3.9	3.4	4.1
Mobility rate (%)	24.8	24.5	24.4	24.0	23.8	22.4
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	68.5	69.8	70.7	74.0	73.4	66.0
HS dropout rate, if applicable (%)	14.4	13.9	11.9	10.4	8.2	8.3
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	426,273	426,040	420,322	410,874	401,699	390,243
Economically disadvantaged (%)	85.3	84.9	85.2	85.4	85.9	84.9
Limited English proficient (LEP) (%)	14.3	14.5	14.1	14.0	13.8	14.4
Students with disabilities (%)						
White, non-Hispanic (%)	9.6	9.3	9.1	8.8	8.2	8.3
Black, non-Hispanic (%)	50.8	50.4	49.7	49.2	47.8	46.9
Hispanic (%)	36.1	36.8	37.6	38.4	38.1	38.9
Native American or Alaskan Native (%)	0.2	0.2	0.2	0.2	0.1	0.1
Asian/Pacific Islander (%)	0.0	0.0	0.0	0.0	0.0	0.0

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Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial./Ethnic(%)
2001	9.7	51.6	35.2	3.3	0.2	-
2002	9.6	50.8	36.1	3.3	0.2	-
2003	9.3	50.4	36.8	3.3	0.2	-
2004	9.1	49.7	37.6	3.3	0.2	-
2005	8.8	49.2	38.4	3.3	0.2	-
2006	8.2	47.8	38.1	3.3	0.1	2.4
2007	8.3	46.9	38.9	3.3	0.1	2.4
2001	60.1	20.9	15.4	3.4	0.2	-
2002	59.3	20.8	16.2	3.5	0.2	-
2003	58.6	20.7	17.0	3.6	0.2	-
2004	57.7	20.8	17.7	3.6	0.2	-
2005	56.7	20.3	18.3	3.7	0.2	0.7
2006	55.7	19.9	18.7	3.8	0.2	1.8
2007	54.9	19.6	19.3	3.8	0.2	2.2
<b>D I S T R I C T</b>						
<b>S T A T E</b>						

Note: Hyphens in the table indicate that data are not relevant for your plan.

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Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
<b>D</b>									
<b>I</b>									
<b>S</b>									
<b>T</b>									
<b>R</b>									
<b>I</b>									
<b>C</b>									
<b>T</b>									
<b>S</b>									
<b>T</b>									
<b>A</b>									
<b>T</b>									
<b>T</b>									
<b>E</b>									
2001	13.5	85.4	92.2	91.5	25.2	15,616.0	3.9	16.3	67.5
2002	14.3	85.3	93.4	92.1	24.8	12,761.0	3.2	14.4	68.5
2003	14.5	84.9	93.3	92.2	24.5	12,666.0	3.2	13.9	69.8
2004	14.1	85.2	92.7	92.3	24.4	14,249.0	3.6	11.9	70.7
2005	14.0	85.4	87.6	92.0	24.0	15,101.0	3.9	10.4	74.0
2006	13.8	85.9	91.4	92.2	23.8	12,910.0	3.4	8.2	73.4
2007	14.4	84.9	88.6	91.3	22.4	14,815.0	4.1	8.3	66.0
2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

Note: Hyphens in the table indicate that data are not relevant for your plan.



CITY OF CHICAGO SD 299

Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
<b>D I S T R I C T</b>	2001	424,820.0	40,302.0	36,527.0	35,388.0	28,306.0	29,605.0	18,290.0
	2002	426,273.0	40,783.0	35,616.0	35,793.0	32,134.0	28,526.0	20,755.0
	2003	426,040.0	41,671.0	34,131.0	34,678.0	30,982.0	30,780.0	21,523.0
	2004	420,322.0	38,553.0	35,858.0	33,369.0	32,890.0	30,354.0	22,372.0
	2005	410,874.0	35,493.0	34,088.0	34,693.0	32,344.0	31,861.0	22,726.0
	2006	401,699.0	33,779.0	31,966.0	32,889.0	31,447.0	31,317.0	23,765.0
	2007	390,243.0	32,750.0	30,660.0	30,912.0	32,723.0	29,662.0	23,871.0
<b>S T A T E</b>	2001	2,007,170.0	164,791.0	161,546.0	162,001.0	151,270.0	148,194.0	123,816.0
	2002	2,029,821.0	-	-	-	-	-	-
	2003	2,044,539.0	-	-	-	-	-	-
	2004	2,060,048.0	-	-	-	-	-	-
	2005	2,062,912.0	-	-	-	-	-	-
	2006	2,075,277.0	136,123.0	139,619.0	146,935.0	153,566.0	154,856.0	-
	2007	2,077,856.0	-	-	-	-	-	-

Note: Hyphens in the table indicate that data are not relevant for your plan.

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Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
<b>D</b>									
<b>I</b>									
<b>S</b>									
<b>T</b>									
<b>R</b>									
<b>I</b>									
<b>C</b>									
<b>T</b>									
<b>D</b>									
<b>S</b>									
<b>T</b>									
<b>A</b>									
<b>T</b>									
<b>T</b>									
<b>E</b>									
<b>2001</b>	24,249.0	14.1	51,647	55.3	44.0	22.1	18.7	-	-
<b>2002</b>	23,258.0	13.9	53,236	56.2	43.8	22.6	20.0	8.2	11.6
<b>2003</b>	24,552.0	13.6	57,123	58.2	41.7	19.3	19.0	7.6	7.6
<b>2004</b>	23,068.0	13.6	62,985	49.3	50.5	22.7	19.6	4.5	9.7
<b>2005</b>	25,501.0	13.4	61,178	49.4	50.1	20.2	16.9	4.1	11.2
<b>2006</b>	23,028.0	13.0	63,509	48.4	51.4	21.7	19.3	2.5	8.2
<b>2007</b>	22,173.0	13.2	66,043	45.0	54.8	21.1	19.6	2.1	23.5
<b>2001</b>	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
<b>2002</b>	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
<b>2003</b>	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
<b>2004</b>	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
<b>2005</b>	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
<b>2006</b>	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
<b>2007</b>	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

Note: Hyphens in the table indicate that data are not relevant for your plan.

CITY OF CHICAGO SD 299

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Reading						Grade 5 - Reading						Grade 8 - Reading					
	02-03	03-04	04-05	05-06	06-07		02-03	03-04	04-05	05-06	06-07		02-03	03-04	04-05	05-06	06-07	
All	35.8	41.3	42.1	50.9	53.2		38.8	42.7	43.4	49.9	52.5		50.5	54.6	59.4	72.1	77.9	
White	67.6	71.1	70.9	78.9	79.6		67.2	67.9	70.0	77.4	76.9		70.2	76.1	80.2	87.5	90.2	
Black	28.2	32.2	33.3	42.3	43.8		31.7	33.0	33.0	37.2	39.2		46.1	49.6	52.9	65.4	72.8	
Hispanic	43.2	51.4	50.6	58.0	61.8		39.8	49.0	52.0	60.0	62.6		49.4	53.8	61.5	75.8	80.2	
Asian/Pacific Islander	77.1	80.9	78.1	84.8	86.6		71.6	75.0	79.7	83.3	84.8		75.3	79.4	84.7	91.4	93.7	
Native American	36.8	20.7	40.7	53.6	52.0		45.9	42.2	46.8	45.0	36.1		41.2	72.1	58.5	77.8	74.4	
Multi-racial/Ethnic	-	-	-	62.2	67.3		-	-	-	66.6	67.5		-	-	-	83.1	84.8	
LEP	29.4	61.7	69.7	64.8	71.6		7.5	51.0	55.1	22.1	67.0		9.7	28.8	35.4	23.9	51.6	
Students w/Disabilities	14.1	15.7	15.5	17.5	19.0		10.9	9.8	11.3	12.0	14.6		11.0	14.1	16.7	24.5	30.5	
Economically Disadvantaged	32.2	37.2	38.0	46.9	49.2		35.5	38.9	39.8	46.2	49.0		47.9	51.4	56.5	69.8	76.2	

**CITY OF CHICAGO SD 299**

**Section I-A Data & Analysis - Report Card Data**

Item 8a - Assessment Data (Reading)

**ISAT - % Meets + Exceeds for Reading all Grades 2006-2007**

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
Groups												
All	50.9	53.2	57.6	56.7	49.9	52.5	59.1	59.2	62.8	62.9	72.1	77.9
White	78.9	79.6	80.7	81.2	77.4	76.9	82.9	83.2	82.4	83.4	87.5	90.2
Black	42.3	43.8	45.8	44.8	37.2	39.2	52.7	51.5	54.9	55.3	65.4	72.8
Hispanic	58.0	61.8	68.4	67.2	60.0	62.6	60.7	61.5	66.7	66.2	75.8	80.2
Asian/Pacific Islander	84.8	86.6	87.0	88.1	83.3	84.8	86.3	89.3	88.2	89.4	91.4	93.7
Native American	53.6	52.0	43.8	55.2	45.0	36.1	30.6	57.1	44.7	78.1	77.8	74.4
Multiracial/Ethnic	62.2	67.3	72.0	69.4	66.6	67.5	74.9	74.2	74.9	77.2	83.1	84.8
LEP	64.8	71.6	50.4	82.5	22.1	67.0	14.9	37.0	19.2	41.9	23.9	51.6
Students with Disabilities	17.5	19.0	17.7	18.1	12.0	14.6	17.3	17.6	16.5	18.4	24.5	30.5
Economically Disadvantaged	46.9	49.2	54.3	52.6	46.2	49.0	56.1	56.2	60.1	60.3	69.8	76.2

CITY OF CHICAGO SD 299

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading - Grades 11						
Groups	2002-03	2003-04	2004-05	2005-06	2006-07	
All	36.2	36.3	41.2	39.3	34.8	
White	62.4	61.2	68.1	67.9	64.9	
Black	30.0	31.1	34.4	31.4	27.6	
Hispanic	33.0	32.5	39.1	37.0	30.9	
Asian/Pacific Islander	57.6	58.3	64.6	67.9	63.8	
Native American	54.6	51.8	71.0	60.0	60.0	
Multiracial/Ethnic	56.3	56.3	56.3	56.3	55.7	
LEP	9.1	12.0	14.4	11.6	8.2	
Students with Disabilities	5.2	5.8	5.1	7.0	7.5	
Economically Disadvantaged	30.4	30.3	35.6	32.9	28.2	

CITY OF CHICAGO SD 299

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Mathematics						Grade 5 - Mathematics						Grade 8 - Mathematics					
	02-03	03-04	04-05	05-06	06-07		02-03	03-04	04-05	05-06	06-07		02-03	03-04	04-05	05-06	06-07	
All	48.7	55.6	55.2	67.1	69.1		44.0	50.9	49.7	58.3	65.3		30.7	33.3	32.3	64.6	71.1	
White	79.3	84.1	82.4	89.3	90.7		73.5	76.8	77.8	84.0	86.0		57.2	61.1	63.8	85.0	88.5	
Black	39.4	44.9	44.8	58.1	59.6		32.6	36.6	35.3	43.5	51.1		21.0	22.8	20.8	53.4	61.0	
Hispanic	61.6	71.0	68.4	77.6	80.6		50.5	64.9	64.7	72.5	78.3		34.7	37.5	37.5	73.5	78.5	
Asian/Pacific Islander	89.1	91.5	92.6	94.5	95.3		82.7	87.1	89.0	92.1	95.7		70.7	77.0	78.0	92.5	95.7	
Native American	64.9	69.0	68.0	67.9	88.0		65.0	73.3	71.7	72.5	66.7		42.3	62.8	45.3	75.0	79.5	
Multi-racial/Ethnic	-	-	-	77.2	82.4		-	-	-	74.3	77.6		-	-	-	77.2	81.3	
LEP	48.5	78.6	81.7	82.8	84.9		23.1	69.5	70.2	40.8	82.8		10.9	23.5	25.3	27.8	57.8	
Students w/Disabilities	24.6	30.4	28.2	35.8	40.5		13.0	14.5	14.3	21.4	26.7		4.8	5.0	5.4	19.6	25.9	
Economically Disadvantaged	45.6	52.3	51.7	63.9	66.2		41.1	47.6	46.4	55.1	62.7		27.6	29.8	28.5	62.1	69.2	

**CITY OF CHICAGO SD 299**

**Section I-A Data & Analysis - Report Card Data**

Item 8a - Assessment Data (Mathematics)

**ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007**

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
Groups	67.1	69.1	68.9	72.2	58.3	65.3	62.3	66.8	62.0	65.9	64.6	71.1
All	89.3	90.7	88.7	90.0	84.0	86.0	85.9	87.7	83.9	86.3	85.0	88.5
White	58.1	59.6	57.0	61.6	43.5	51.1	50.3	55.6	50.0	54.8	53.4	61.0
Black	77.6	80.6	81.3	83.9	72.5	78.3	72.1	74.7	70.8	74.2	73.5	78.5
Hispanic	94.5	95.3	96.4	95.9	92.1	95.7	93.3	95.2	93.5	94.9	92.5	95.7
Asian/Pacific Islander	67.9	88.0	75.0	86.2	72.5	66.7	69.5	77.2	84.2	75.0	75.0	79.5
Native American	77.2	82.4	80.4	81.5	74.3	77.6	77.4	78.7	74.5	78.6	77.2	81.3
Multiracial/Ethnic	82.8	84.9	62.6	91.8	40.8	82.8	25.6	61.3	29.5	57.8	27.8	57.8
LEP	35.8	40.5	29.1	34.7	21.4	26.7	21.8	26.5	18.8	22.8	19.6	25.9
Students with Disabilities	63.9	66.2	66.4	69.5	55.1	62.7	59.7	64.5	59.4	63.6	62.1	69.2
Economically Disadvantaged												

CITY OF CHICAGO SD 299

Section I-A Data & Analysis - Report Card Data

Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics - Grades 11						
Groups	2002-03	2003-04	2004-05	2005-06	2006-07	
All	27.4	27.8	27.5	30.5	29.2	
White	55.3	56.4	59.5	63.3	63.7	
Black	17.7	17.9	15.9	18.4	17.2	
Hispanic	26.1	27.0	28.1	31.5	29.9	
Asian/Pacific Islander	65.3	68.7	68.6	72.1	70.2	
Native American	42.5	25.9	61.3	46.7	53.4	
Multiracial/Ethnic	47.7	47.7	47.7	47.7	47.5	
LEP	14.9	18.7	19.8	20.2	14.9	
Students with Disabilities	2.5	3.0	3.0	5.0	4.3	
Economically Disadvantaged	21.9	21.8	21.9	24.3	22.9	



## CITY OF CHICAGO SD 299

Section I-A Data & Analysis - Report Card Data

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**Data - What do your District Report Card data tell you about student performance in your district? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?**

The Chicago Public Schools data indicates that the district has seen significant improvement across most groups meeting and exceeding state standards in 2007. This improvement is seen in both our year to year comparison for all grades (2007 vs. 2006) and our five year trend lines for 3, 6, and 8. These gains have translated into District #299 making AYP in the majority of categories measured.

Based on the student performance data measured in the Report Card, analysis indicated that areas of opportunity continue to be 1) the performance of our black students in reading and mathematics on the state assessments, 2) the performance of our students with disabilities in reading and mathematics on the state assessments, and 3) our graduation rates.

Our analysis does show that areas of strength include 1) the performance of our Hispanic students in reading and mathematics on the state assessments, 2) the performance of our white students in reading and mathematics on the state assessments, 3) the performance of our LEP students in reading and mathematics on the state assessments and 4) the performance of our Asian/Pacific Islander students in reading and mathematics on the state assessments.

## CITY OF CHICAGO SD 299

Section I-A Data & Analysis - Report Card Data

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**Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.**

While it is currently impossible to measure and calculate all factors that may be “most likely contributing” to these results, some analysis demonstrates that teacher quality (preparation, qualifications, turnover, etc), parent involvement, community factors, strong curriculum options and support, and extended learning time and opportunities are impacting our student performance.

The Chicago Public Schools believes that our academic gains can be attributed to the ongoing implementation and support of high quality instructional materials, extended learning opportunities, the recruitment, support and development of quality educators and stakeholder engagement across many of our schools.

In terms of our sub groups that continue to demonstrate areas of opportunity in their academic performance, in schools and neighborhoods across the city we continue to struggle with community violence, insufficient resources to meet our needs, teacher quality, high levels of poverty in many communities, and quality curriculum adoption and implementation.

**CITY OF CHICAGO SD 299**

**Section I-A Data & Analysis - Report Card Data**

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**Conclusions - What conclusions for district improvement do you draw from the Report Card data?**

In order to improve student outcomes, we must continue with the adoption and ongoing implementation of the district's core instructional strategies: 1) Instructional Excellence, 2) Talent attraction and development and 3) Extended Learning Opportunities.

We have developed a comprehensive plan to improve curriculum and instruction at schools throughout the district that includes three major initiatives: 1) an intensive High School curriculum and instruction redesign strategy, 2) core curriculum offerings for elementary schools, with ties to professional development, and 3) a strategy to ensure that Students with Disabilities (SWDs) are supported within and have access to all curriculum and instruction strategies.

The district must step up the monitoring of implementation fidelity for programs and initiatives. Given the district's limited resources every investment must be strategically targeted to maximize returns. Additional resources and support from the local, state and federal agencies are critical to allow the district to confront the ongoing violence and poverty that impacts and is evident in many of our schools and student education.

**CITY OF CHICAGO SD 299**

**Section I-B Data & Analysis - Local Assessment Data (Optional)**

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**Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?**

**CITY OF CHICAGO SD 299**

**Section I-B Data & Analysis - Local Assessment Data (Optional)**

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**Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.**

**CITY OF CHICAGO SD 299**

**Section I-B Data & Analysis - Local Assessment Data (Optional)**

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**Conclusions - What conclusions for school improvement do you draw from the above local assessment data?**

**CITY OF CHICAGO SD 299**

**Section I-C Data & Analysis - Other Data (Optional)**

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**Item 1 - Attributes and Challenges**

**Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?**

**CITY OF CHICAGO SD 299**

**Section I-C Data & Analysis - Other Data (Optional)**

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**Item 1 - Attributes and Challenges**

**Factors - In what ways (if any) have these attributes and challenges contributed to student performance results?**



**CITY OF CHICAGO SD 299**

**Section I-C Data & Analysis - Other Data (Optional)**

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**Item 1 - Attributes and Challenges**

**Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?**

**CITY OF CHICAGO SD 299**

**Section I-C Data & Analysis - Other Data (Optional)**

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**Item 2 - Educator Qualifications, Staff Capacity, and Professional Development**

**Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?**

**CITY OF CHICAGO SD 299**

**Section I-C Data & Analysis - Other Data (Optional)**

---

**Item 2 - Educator Qualifications**

**Factors - In what ways (if any) have educator qualifications, staff capacity, and professional development contributed to student performance results?**

**CITY OF CHICAGO SD 299**

**Section I-C Data & Analysis - Other Data (Optional)**

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**Item 2 - Educator Qualifications**

**Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?**

**CITY OF CHICAGO SD 299**

**Section I-C Data & Analysis - Other Data (Optional)**

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**Item 3 - Parent Involvement**

**Data - Briefly describe data on parent involvement. What do these data tell you?**

**CITY OF CHICAGO SD 299**

**Section I-C Data & Analysis - Other Data (Optional)**

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**Item 3 - Parent Involvement**

**Factors - In what ways (if any) has parent involvement contributed to student performance results?**

**CITY OF CHICAGO SD 299**

**Section I-C Data & Analysis - Other Data (Optional)**

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**Item 3 - Parent Involvement**

**Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?**

**CITY OF CHICAGO SD 299**

**Section I-D Data & Analysis - Key Factors**

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**Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.**

We believe the key factors within the district’s capacity to change is the quality of curriculum and instruction, leadership development, more time on task and teacher quality.



**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

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**The following areas of deficiency have been identified from the most recent AYP Report for your school:**

1. Students with disabilities are deficient in Reading Meets and Exceeds
2. Black students are deficient in Reading Meets and Exceeds
3. Students with disabilities are deficient in Mathematics Meets and Exceeds
4. Black students are deficient in Mathematics Meets and Exceeds
5. District is deficient in Graduation Rate

No deficiencies have been identified from your most recent AMAO Report.

## CITY OF CHICAGO SD 299

### Section II-Action Plan

#### Part A. Objective 1

#### **Title : IDS will strengthen instruction at CPS High Schools**

**Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.**

The High School Transformation effort is a comprehensive approach to strengthen CPS high schools and raise expectations for all students. A critical component of that effort is intense instructional improvement, the Instructional Design Systems (IDS) strategy. The IDS strategy works to align English, Mathematics, and Science curricula with focused teacher professional development and stronger assessments. This year, there are 25 IDS schools, and 20 more schools are expected to be added each school year for the next two years. The IDSs are the core instructional improvement strategy for the district. A new team of content coaches will work with individual teachers and departments even at non-implementing schools to create the adult learning conditions necessary for eventual IDS adoption.

CPS opened an RFP to hire organizations with extensive curriculum and teacher development expertise to build 2 or 3 IDS options per core subject. The selected organizations are as follows.

Mathematics

- Agile Mind
- Carnegie Learning
- Education Development Center

English

- Kaplan K12
- America's Choice

Science

- Loyola University / UIC
- IIT / Field Museum
- Meaningful Science Consortium (Northwestern University, BSCS, and It's About Time)

CPS has also hired The American Institutes for Research ("AIR"), an organization with expertise in large-scale assessment development, to develop the assessments.

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

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Part A. Objective 1

**Title : IDS will strengthen instruction at CPS High Schools**

**This objective covers the following AYP deficiency areas.**

1. Students with disabilities are deficient in Reading Meets and Exceeds
2. Black students are deficient in Reading Meets and Exceeds
3. Students with disabilities are deficient in Mathematics Meets and Exceeds
4. Black students are deficient in Mathematics Meets and Exceeds

**No deficiencies have been identified from your most recent AMAO Report.**

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

**Part B. Student Strategies and Activities for Objective 1**

**Title : IDS will strengthen instruction at CPS High Schools**

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line		Budget	
	Start Date	End Date	Fund Source	Amount
1. Implement IDS in identified schools.	Summer	June, 09	During School Local Funds	1200 per student

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

**Part C. Professional Development Strategies and Activities for Objective 1**

**Title : IDS will strengthen instruction at CPS High Schools**

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line		Budget	
	Start Date	End Date	Fund Source	Amount
1. Implement IDS workshop PD, coaching, and teaming strategies	Summer	June 09	Other	1200 per student

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 1

**Title : IDS will strengthen instruction at CPS High Schools**

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line		Budget	
	Start Date	End Date	Fund Source	Amount

No strategies and activities have been entered on the screen

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

**Part E - Monitoring Process for Objective 1**

**Title : IDS will strengthen instruction at CPS High Schools**

**1. Describe how school personnel will monitor the effectiveness of the strategies and activities.**

There are several levels of monitoring for this work.

\* CPS has hired AIR to develop quarterly assessments tied to the particular curricula to gauge student progress.

\* A day analyst will be hired to manage implementation data (PD attendance, pacing, coaching visits) and enable careful management by principals and area superintendents of this work.

\* A large scale evaluation project will be conducted with funding from the Gates foundation. The lead evaluation parter will be named Spring 2009.

**2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.**

Name \_\_\_\_\_

Michael Lach

Title \_\_\_\_\_

Officer of High School Teaching and Learning

## CITY OF CHICAGO SD 299

### Section II-Action Plan

#### Part A. Objective 2

#### Title : The Chicago Reading Initiative

**Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.**

The Chicago Reading Initiative Framework, established six years ago, offers increased support in several areas: a balanced literacy framework and high-quality core reading materials, extensive school- and classroom-level coaching, extended time, and additional student support. This year in grades K-5, 145 schools have implemented one of two supported core reading programs (Harcourt – Story Town or Pearson Scott Foresman – Reading Street). Approximately 2,000 teachers and administrators were trained on these materials last summer, and each school implementing the core reading materials has a district-supported literacy coach. Over the next two years, we will continue to expand the core reading programs into 150 more schools each year, reaching a target goal of 450 schools by the 2009-2010 school year. In addition, next year, we will introduce a third core reading program (Open Court – Imagine It!).

Currently, the adoption of the supported core reading programs is optional, although there are significant financial incentives - a Literacy Coach and support for purchasing materials - for schools to participate. Limited resources already require that the core reading programs be phased in over time, as district resources are available and as schools need to purchase new curricula. Therefore, CPS believes that maximum fidelity of implementation, and thus best use of resources, is achieved by giving priority to those schools who volunteer to adopt the program. If, at the end of the three year expansion strategy, there are underperforming schools that have not opted in to the core reading programs, we will consider how best to leverage the control the District Office has over Probation schools' budget and SIPAAA planning to influence program adoption.

Meanwhile, all students in grades K-2 continue to take the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. More than 2,000 teachers received DIBELS training this summer, and literacy coaches and teachers are being trained this fall to use Reading 3D, the latest version of the DIBELS assessment being rolled out this year. Students in grades 3-8 are administered the Learning First reading benchmark assessment three times per year, and teachers are trained on using data to make instructional decisions. Furthermore, our district-wide writing initiative focuses on providing training for 3rd-8th grade teachers on the ISAT writing rubric and 7th-8th grade teachers on the in-depth writing rubric training and required administration of writing prompts.



**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

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**Part A. Objective 2**

**Title : The Chicago Reading Initiative**

**This objective covers the following AYP deficiency areas.**

1. Students with disabilities are deficient in Reading Meets and Exceeds
2. Black students are deficient in Reading Meets and Exceeds

**No deficiencies have been identified from your most recent AMAO Report.**

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

**Part B. Student Strategies and Activities for Objective 2**

**Title : The Chicago Reading Initiative**

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Implementation of core reading materials in 145 schools in the 2007-2008 school year, and an anticipated 150 additional schools in the 2008-2009 school year. The materials will be used during the regular reading block, as well as to provide support for struggling students. Materials were supplemented with a set of district-developed Instructional Planning Guides.	7/1/2006	6/30/2008	During School	Title I	\$3,000,000
2. Implement use of DIBELS and Reading 3D assessments in all K-2 classrooms, and the Learning First benchmark assessment in grade 3-8 classrooms. Data from these assessments are used to make instructional decisions for students.	7/1/2007	6/30/2009	During School	Title I	\$3,000,000
3. District writing initiative includes district-mandated writing prompts and the addition of writing to the district promotion policy for 2008-2009 school year.	7/1/2007	6/30/2009	During School	Title II	\$1,300,000
4. Summer writing camp for students that do not meet district promotion standards due to writing scores.	6/15/2008	8/15/2008	Summer School	Title II	\$700,000

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

**Part C. Professional Development Strategies and Activities for Objective 2**

**Title : The Chicago Reading Initiative**

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Professional development around the use of the supported core reading materials and balanced literacy instruction. Includes summer training sessions and sessions throughout the school year.	7/1/2006	6/30/2009	Summer School	Title I	\$2,000,000
2. Literacy coaches placed in each school participating in the supported core reading materials adoption to provide professional development, modelling and co-teaching, and support around teaming and data conversations.	7/1/2006	6/30/2009	During School	Title I	\$20,000,000
3. District writing initiative, including training for 3-8 grade teachers on ISAT writing rubric, and in-depth writing training for 7-8 grade teachers.	7/1/2007	6/30/2009	After School	Title II	\$2,000,000
4. DIBELS and Reading 3D training for all K-2 teachers on the administration of these assessments and understanding the data.	7/1/2007	6/30/2009	After School	Title I	\$3,000,000
5. Data conversations system-wide facilitated by coaches, focused on using DIBELS data to drive instruction.	7/1/2007	6/30/2009	During School	Other	\$750,000
6. Built an Area Instruction Office network that supports literacy instruction through Area Officer leadership and Area Reading Coach support.	7/1/2002	6/30/2009	During School	Other	\$7,000,000

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

**Part D. Parent Involvement Strategies and Activities for Objective 2**

**Title : The Chicago Reading Initiative**

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Developing a strategy with Area Offices to provide materials for parents aligned to supported core reading materials. These materials will be designed to help parents facilitate reading at home.	7/1/2007	6/30/2009	After School	Title I	\$300,000
2. Developed parent reports using DIBELS and benchmark assessment data to help parents understand student progress in reading.	7/1/2007	6/30/2009	After School	Title I	\$200,000

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

**Part E - Monitoring Process for Objective 2**

**Title : The Chicago Reading Initiative**

**1. Describe how school personnel will monitor the effectiveness of the strategies and activities.**

In concert with the Office of Research, Evaluation and Accountability and Metis, the Office of Literacy is engaging in a comprehensive program evaluation of the supported core reading materials adoption. Success metrics include student achievement scores; use of in-school instructional coaches to provide support to teachers around key activities; quality of implementation; PD participation among teachers; quality of lesson plans; changes in teaching strategies among teachers as evidenced through survey results and observations; and school and teacher satisfaction with the program.

In addition, an evaluation of the use of in-school instructional coaches is being conducted which looks at the activities in which coaches engage during in-school interactions and the value-added benefit of coaches in the schools.

Also, the district is engaging in comprehensive program evaluations of early literacy assessment (DIBELS), the Learning First benchmark assessment, and the district writing initiative.

Finally, the Office of Literacy conducts evaluation surveys after each professional development session to gauge teacher satisfaction with the quality of the professional development being offered.

**2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.**

Name	Title
Xavier Botana	Chief Officer of Instructional Design and Assessment
Jodi Dodds-Kinner	Director of Literacy

## CITY OF CHICAGO SD 299

### Section II-Action Plan

#### Part A. Objective 3

#### Title : The Chicago Math and Science Initiative

**Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.**

The Chicago Math and Science Initiative (CMSI), now in its fifth year, offers supported curricula and materials, aligned teacher professional development, and school-based coaches. After four years of rapid expansion, more than half of all elementary schools use the math program and more than one-quarter use the science. Participating schools have improved more than nonparticipating schools on the ISAT. Recently, CMSI expanded efforts to help principals observe and supervise mathematics teachers and started a lending program to make high-quality science instructional materials more affordable and available to schools. These efforts include helping schools purchase supplemental materials such as calculators and manipulatives.

We are currently approaching the expansion of CMSI, to ensure that all students have access to high quality Math and Science curricula, in two phases. First, in the 2007 – 2008 school year, we have given schools currently participating in CMSI the financial support to complete their implementation such that it spans all relevant grade levels and student populations (e.g. students with disabilities). Phase II is integrated with the SIPAAA planning process. Under this phase, we are offering financial incentives to schools to adopt CMSI supported materials. As with the core reading programs, if low-performing schools choose not to adopt supported curricula, we have the ability to leverage District control of their SIPAAA and budget planning process to encourage adoption.

In 2006 the Board of Education adopted an elementary school algebra policy. The policy recognizes the importance of Algebra as a gateway to high school success. Schools across the district have applied to adopt a rigorous algebra program for advanced middle school students. Next year, approximately 100 elementary schools across the city will implement Algebra I course.

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

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**Part A. Objective 3**

**Title : The Chicago Math and Science Initiative**

**This objective covers the following AYP deficiency areas.**

3. Students with disabilities are deficient in Mathematics Meets and Exceeds
4. Black students are deficient in Mathematics Meets and Exceeds

**No deficiencies have been identified from your most recent AMAO Report.**

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

**Part B. Student Strategies and Activities for Objective 3**

**Title : The Chicago Math and Science Initiative**

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Assisting schools in the adoption of supported core mathematics and science materials, including scaling-up implementation for current partial implementers. Materials will be used during school day and for additional instruction for struggling students.	7/1/2007	6/30/2008	During School	Title I	\$1,500,000
2. Implementing district algebra initiative, including adopting core supported materials, professional development and coaching for teachers, and a district algebra assessment for placement in high school algebra courses.	7/1/2008	6/30/2009	During School	Title I	\$1,000,000
3. Creation of a science kit lending program to make CMSI science kits more affordable and available to schools.	7/1/2007	6/30/2009	During School	Title V	\$607,000
4. Alignment of after school and summer school programs to CMSI supported programs and materials.	2/1/2008	6/30/2009	After School	Title I	\$500,000



**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

**Part C. Professional Development Strategies and Activities for Objective 3**

**Title : The Chicago Math and Science Initiative**

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Professional development for teachers using CMSI materials includes introductory and experienced user training. Training is 18-54 hours, depending on level, during summer and school year.	7/1/2007	6/30/2008	After School	Title I	\$1,500,000
2. Professional development for principals around the supervision of mathematics and science instruction.	7/1/2007	6/30/2008	After School	Title I	\$10,000
3. Professional development on using CMSI materials to support special education populations.	7/1/2007	6/30/2008	After School	Title I	\$300,000
4. In-school instructional coaches engage in professional development and coaching support at low-achieving schools participating in the CMSI programs.	7/1/2007	6/30/2008	During School	Title I	\$1,700,000
5. Area Instructional Offices provide support through Area Instruction Officer leadership and support from Area Mathematics and Science Coaches, as well as other Area staff.	7/1/2002	6/30/2009	During School	Other	\$4,500,000

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

**Part D. Parent Involvement Strategies and Activities for Objective 3**

**Title : The Chicago Math and Science Initiative**

**State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Engaging in family math programs in several low achieving schools. Parents and students come to schools in the evening where they participate in math activities and games.	7/1/2007	6/30/2008	After School	Local Funds	\$10,000
2. Primary grade CMSI materials include family extended activities for parents and students to practice at home.	7/1/2007	6/30/2008	After School	Other	\$200,000
3. Developed parent reports for mathematics benchmark assessment to help parents understand student progress in mathematics.	7/1/2007	6/20/2009	Before School	Title I	\$200,000

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

Part E - Monitoring Process for Objective 3

**Title : The Chicago Math and Science Initiative**

**1. Describe how school personnel will monitor the effectiveness of the strategies and activities.**

The Office of Research, Evaluation and Accountability is engaged in a comprehensive evaluation of the CMSI program. Measures of success include student achievement, program implementation, teacher attendance at professional development, and changes in instructional practices through interviews and surveys and observations.

In addition, an evaluation of the use of in-school instructional coaches is being conducted which looks at the activities in which coaches engage during in-school interactions and the value-added benefit of coaches in the schools.

Finally, the Office of Mathematics and Science conducts evaluation surveys after each professional development session to gauge teacher satisfaction with the quality of the professional development being offered.

**2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.**

Name	Title
Xavier Botana	Chief Officer of Instructional Design and Assessment
Chandra James	Director of Mathematics and Science

## CITY OF CHICAGO SD 299

### Section II-Action Plan

#### Part A. Objective 4

#### **Title : Supporting students with disabilities**

**Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.**

The goal of CPS Specialized Services is to support schools in closing the achievement gap by removing or neutralizing health and disability related barriers to student learning.

Removing or Neutralizing Disability-Related Barriers to Education

- Strategic Improvements to the Corey H. LRE Monitoring Process: Over the last two years, CPS has made significant improvements in supporting schools through the Corey H. LRE monitoring processes. CPS has developed and refined tools to support schools in providing access to the general education curriculum for students with disabilities. Some of the areas addressed through the monitoring tools include high quality IEPs, differentiated instruction, team teaching, integration of accommodations and modifications into lesson plans, and collaboration between general and special education staff. The position of Special Education Administrators (SEAs) was created to help schools prepare for this monitoring process. As a result of these improvements, the district has seen significant improvement in our ability to remediate district wide findings and improve the delivery of services to students with disabilities.
- Improved Instructional Support for Schools: Over the last two years CPS has made improvements in the supports provided to schools around high quality instruction for students with disabilities. These improvements have included the creation of the special education instruction coach position to provide technical assistance and professional development for school staff, the redefinition of itinerant teaching positions to focus on building teacher capacity rather than providing direct services, the development of a series of instructional professional development modules designed to build school staff capacity, and improved alignment and coordination of instructional efforts with general education staff. Coaches and itinerant teachers are being trained on the new professional development module series, which includes building inclusive environments, appropriately utilizing assistive technology, implementing multi-sensory approaches to instruction, and utilizing data to drive instructional improvements for students with disabilities. Coaches and itinerants are currently targeting schools that have missed AYP for special education in each of the last two years to provide intensive supports in each of these areas.
- Improved Technology to Support High Quality IEP Development (Electronic IEP): During the 2007-2008 school year CPS will be piloting its new electronic IEP system. Key benefits include increased process efficiency, reduced paperwork burden, increased time to focus on instruction and service delivery, improved collaboration and communication between school staff and parents, improved data systems and monitoring processes, improved staffing allocations, and increased accountability.

Removing Health-Related Barriers to Education

Social/ Emotional Learning and Mental Health Service Delivery Model: Students require social and emotional skills in order to engage and

perform academically. CPS has developed an SEL/Mental Health service delivery model to support the age-appropriate development of those skills. Historically, schools have implemented portions of the model; beginning in 2006 – 2007, schools began implementing a continuum of programs and services. Currently CPS is supporting implementation in 25 targeted schools and is planning to expand that support to additional schools in the coming years. Evidence-based interventions and strategies include the following:

- Tier 1: Universal / Preventive Strategies: Building social, emotional and conflict resolution skills in all students. Schools implement school-wide behavior management systems and classroom management systems.
- Tier 2: Targeted Interventions: Addressing specific behaviors of targeted, at-risk students early through group interventions (anger management, conflict resolution, grief/loss, trauma, etc...) and restorative justice practices.
- Tier 3: Intensive Interventions: Addressing chronic or severe behaviors through individual / family services or by accessing community or hospital resources.

CPS will provide training and technical assistance to school staff to support high fidelity implementation. CPS will also evaluate the impact of these efforts on school climate, student connection to school and academic achievement.

**CITY OF CHICAGO SD 299**

**Section II-Action Plan**

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Part A. Objective 4

**Title : Supporting students with disabilities**

**This objective covers the following AYP deficiency areas.**

1. Students with disabilities are deficient in Reading Meets and Exceeds
2. Black students are deficient in Reading Meets and Exceeds
3. Students with disabilities are deficient in Mathematics Meets and Exceeds
4. Black students are deficient in Mathematics Meets and Exceeds

**No deficiencies have been identified from your most recent AMAO Report.**

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**Section II-Action Plan**

**Part B. Student Strategies and Activities for Objective 4**

**Title : Supporting students with disabilities**

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Providing quality related services for students with an IEP. Services are designed to address health and disability related barriers to education in the least restrictive environment possible. Services include nursing, social work, psychology, speech, occupational and physical therapy. 1600 clinicians are employed by the Office of Specialized services to implement this strategy in schools	Ongoing	Ongoing	During School	Other	134,700,000
2. Clinicians work with school staff to implement SEL/mental health strategies for all at-risk students (in addition to above SEL/MH related services provided to students with an IEP).	Ongoing	Ongoing	During School	Other	1,050,000
3. OSS staff coordinate responses to crisis situations for school staff, students and parents.	Ongoing	Ongoing	During School	Other	400,000

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**Section II-Action Plan**

**Part C. Professional Development Strategies and Activities for Objective 4**

**Title : Supporting students with disabilities**

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Supports for schools participating in Corey H monitoring processes (Professional development, technical assistance, LRE plan activities, etc...)	Ongoing	N/A	During School	Other	7,950,000
2. Targeted instructional supports (Professional development, coaching, modeling)	Ongoing	Ongoing	During School	Other	3,300,000
3. Training and supports for school staff on electronic IEP.	9/08	6/09	During School	Other	
4. Professional development for school staff on implementing Social/Emotional Learning and Mental Health Service Delivery Model.	Ongoing	Ongoing	During School	Other	1,750,000



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**Section II-Action Plan**

**Part D. Parent Involvement Strategies and Activities for Objective 4**

**Title : Supporting students with disabilities**

**State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Parent components are included in many of the activities and strategies discussed previously. For example, implementation of SEL/MH direct service strategies includes assessment of family engagement and coordination of family supports where needed.	Ongoing	Ongoing		Other	

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**Section II-Action Plan**

**Part E - Monitoring Process for Objective 4**

**Title : Supporting students with disabilities**

**1. Describe how school personnel will monitor the effectiveness of the strategies and activities.**

Corey H Monitoring: CPS has implemented an extensive monitoring system to collect data on school-level implementation of key practices, including IEP development, access to the general education curriculum, staff collaboration, and equal access to facilities and materials for all students. Assessments are conducted at multiple points throughout the year. Scorecards are developed for each school to show progress over the course of the year, and district-wide reports provide data on performance across schools. Data are used to guide corrective action at both the school and district levels.

Instructional Coach Model: District will develop tools and systems to collect key classroom implementation data for targeted schools. Tools will be aligned to professional development modules and designed to assess changes in instructional practice. Data will be used to provide feedback to school staff and guide coaching efforts, as well as monitor performance district-wide. Academic performance data will be tracked overtime for targeted schools.

Cluster Support Teams (Compliance and IEP Monitoring) : Cluster teams provide extensive school-level monitoring of special education compliance, delivery of quality related services, and development and implementation of quality IEPs. The new electronic IEP and student information system will greatly improve the quality and efficiency of these monitoring efforts.

Social / Emotional and Mental Health Service Delivery Model: Systems are in place to monitor school-level implementation of SEL/MH practices. CPS will also evaluate the impact of these efforts on school climate, student connection to school and academic achievement.

**2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.**

Name \_\_\_\_\_

Renee Grant Mitchell

Title \_\_\_\_\_

Chief Officer of Specialized Services

## CITY OF CHICAGO SD 299

### Section III - Development, Review and Implementation

#### Part A - Stakeholder Involvement

**Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.**

#### IDS Strategy

Several levels of stakeholder involvement have taken place.

- \* Parents, students, and community members were involved in the overall High School Transformation plan.
- \* Teachers and principals were involved in the selection of the particular IDSs.
- \* Principals and teachers are involved in the selection of particular IDSs for their school.

**Chicago Reading Initiative:** During the planning of the supported core reading materials adoption, a team of individuals from the Office of Literacy, the Department of Libraries, the Office of Specialized Services, the Office of Language and Cultural Education, and the Area Offices was assembled to evaluate the materials being considered. In addition, focus groups with principals, teachers, and area staff were held. The Office of Literacy consistently consults with other departments, principals, teachers, area staff on the progress of the program, and uses outside experts for professional development. For the writing initiative, the district is currently in consultation with the Teacher's College at Columbia University. Finally, outside experts are consulted to investigate options for formative literacy assessments.

**Chicago Math and Science Initiative:** Focus groups with teacher, principals, and area staff to re-evaluate CMSI program quality and implementation progress; university partners (University of Chicago, University of Illinois at Chicago, Loyola University, DePaul University) participate in the planning and delivery of professional development; collaboration with the Office of Specialized Services to ensure that CMSI programs address the needs of students with disabilities, and the Office of Language and Cultural Education to ensure that CMSI programs address the needs of English Language Learners.

#### Supporting Students with Disabilities

As noted above, OSS is collaborating with CPS general education units to ensure that all students with disabilities receive high quality instruction and health services, including supporting development and implementation of the district's RTI plan and Turnaround Schools. In addition, OSS is gathering feedback on improvements to the quality of services we provide through surveys of a variety of stakeholders, including students, parents, teachers, principals, AIOs and community-based organizations. OSS's Coordinated School Health unit is also working with community-based health organizations across the city to ensure that students have access to the health services they need in order to access education.

## CITY OF CHICAGO SD 299

### Section III - Development, Review and Implementation

#### Part B - District Responsibilities

**Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). Identify corrective actions taken by the district if applicable.**

#### IDS Strategy

The overall IDS strategy is managed centrally by the district. This includes developing a contractual relationship with the particular IDSs and managing that contract; working with local principals and area superintendents to drive the implementation, and coordinating logistics and finance for the operation as a whole. Individual partners provide coaching, technical assistance, and leadership development to schools as part of implementation.

**Chicago Reading Initiative:** District has restructured the Office of Literacy around supporting schools in the implementation of core reading materials, the writing initiative, and early literacy assessment. District funds have been levered to provide financial assistance to schools implementing supported core reading materials, including subsidies for the purchase of materials and tying literacy coach support to program participation. The district has also maintained vendor relation, including contracting and purchasing in order to ensure that all participating schools receive a comprehensive set of materials at an affordable price. The district has also fully funded the purchase of DIBELS hardware, site licenses, and professional development. Finally, the district has purchased the Lucy Calkins' Units of Study series and provided professional development for writing teacher leaders at each school.

**Chicago Math and Science Initiative:** The district has maintained vendor relations with CMSI vendors, including contracting and purchasing, in order to ensure that all participating schools receive a comprehensive set of materials at an affordable price. The district has also entered into agreements with university partners to provide professional development around the use of the core mathematics and science materials, and has structured the Office of Mathematics and Science around the ability to provide in-house professional development. Citywide coaches have been hired to provide additional support to the most high-need schools. Finally, the district has created a science kit lending center to allow schools to access science kits affordably.

#### Supporting Students with Disabilities

District has redefined staff roles, developed evidence-based professional development modules, implemented improved position allocation formulas, and continues to implement improved monitoring and evaluation processes and tools in an effort to better support schools in meeting the needs of students with disabilities and students with health-related barriers to education. District is also directly responsible for delivering clinical related services to students with an IEP, and SEL/MH services for all students requiring targeted or intensive

interventions.

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### Section III - Development, Review and Implementation

#### Part C - State Responsibilities

**Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.**

With regard to the IDS Strategy, ISBE is not providing services and resources directly to this initiative.

Related to the Chicago Reading Initiative, the Illinois State Board of Education provides funding to support the Reading First program.

Related to the Chicago Math and Science Initiative, the Teacher Leader Institute grant provides the district funding for teachers to attend professional development around becoming leaders in mathematics and science teaching.

Related to the implementation of Objective 4 (Supporting Students with Disabilities), the CPS Office of Specialized Services receives the following grant funding from ISBE:

1. STARnet: STARnet provides training, consultation, and resources to early childhood professionals and families, with a particular focus on supporting students with disabilities.
2. ASPIRE: State professional development grant designed to build the capacity of schools to provide early intervening services, aligned with the general education curriculum, to at-risk students and students with disabilities.

Related to the school-level implementation of all four objectives, CPS (as its own RESPRO) receives a grant of \$9.2 million to carry out the responsibilities described in NCLB Title I Section 1117.

There is a three-tiered system of support for schools with priority given to (1) schools in greatest need of improvement and in corrective action status, (2) schools in school improvement status, and (3) support schools that need assistance with school improvement but not on status.

School Support Teams:

- SIPAAA Team

Central Office Support Teams:

- AIO
- SIC
- MSD
- Coaches

**CITY OF CHICAGO SD 299**

**Section IV-A Local Board Action**

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DATE APPROVED by School Board : 0/0/0

**A. ASSURANCES**

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

**B. SUPERINTENDENT'S CERTIFICATION**

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.



\_\_\_\_\_  
Signature of LEA Superintendent



**CITY OF CHICAGO SD 299**

**ISBE Monitoring - Part I**

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