

**APPROVE THE SUBMISSION OF THE CITY OF CHICAGO SD 299 TITLE I DISTRICT PLAN AS
REQUIRED FOR DISTRICTS RECEIVING TITLE I FUNDS UNDER THE FEDERAL
NO CHILD LEFT BEHIND ACT**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

The Chicago Board of Education approve the City of Chicago SD 299 Title I District Plan and submit to the Illinois State Board of Education as required of any District receiving Title I funds under the federal "No Child Left Behind" Act (NCLB).

DESCRIPTION:

NCLB requires that the Title I District Plan:

- A. Describe student academic assessments, if any that are in addition to state academic assessments used:
 - 1. to determine the success of children in meeting standards and to provide information on the progress towards meeting standards. [See Section 1111 (b)(1)(D)(ii)]
 - 2. to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children to meet standards and do well in the local curriculum.
 - 3. to determine what revisions are needed to projects so that such children meet state standards.
 - 4. to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of instructional reading assessments. (See Section 1208)
- B. Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any. (See Section 1111)
- C. Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.
- D. Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff. [See Sections 1118 & 1119 (h)] Section I: Program Description (cont.)
- E. Describe how the district will coordinate and integrate services provided with other education services such as:
 - 1. Even Start, Head Start, Reading First, Early Reading First and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and
 - 2. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
- F. Describe the poverty criteria that will be used to select school attendance areas. (See Section 1113)
- G. Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services. (See Section 1115)

- H. Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs. (See Sections 1114 & 1115)
- I. Describe how the district will ensure that migratory children and formerly migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I.
- J. Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Even Start.
- K. Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116)
- L. Describe how the district plans to implement, if necessary, public school choice and supplemental education services (SES). (See Section 1116)
- M. Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified. (See Section 1119)
- N. Describe the services the district provides to homeless children. [See Section 1113 (c)(3)(A)]
- O. Describe how the district implements effective parental involvement strategies. (See Section 1118 for specifics.)
- P. Describe how the district uses funds under Title I to support after school, before school, and summer school programs.

The Title I District Plan must be developed in consultation with teachers, principals, administrators, parents of children in the schools served under Title I, and other appropriate school personnel, including those involved with other programs defined under the NCLB Act. The district must periodically review and, if necessary, revise its plan.

Submission of a Title I District Plan is required by the No Child Left Behind Act (NCLB), Section 1101 et seq. All districts requesting Title I federal funding must have an approved Title I District Plan (Local Educational Agency Plan) on file in Illinois e-Plans (<http://iirc.niu.edu/>). The use of the online e-Plan is required so that ISBE and federal auditors may monitor these plans.

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

Title I District Plan

Board Approval Date:	7/23/2008
Plan Submission Date & Ref No:	5/8/2008 - TIP07 - 002301
ISBE Monitoring Started:	4/15/2008
Plan previously submitted on:	4/11/2008

CITY OF CHICAGO SD 299

PRELIMINARY INFORMATION

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 III district that did not meet AMAO? No

City of Chicago SD 299

Section I-A. Additional Academic Assessments

Part A – Additional Academic Assessments

Describe student academic assessments, if any, that are in addition to state academic used:

1. To determine the success of children in meeting standards and to provide information on the progress towards meeting standards.
2. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children to meet standards and do well in the local curriculum.
3. To determine what revisions are needed to projects so that such children meet state standards.
4. To identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of instructional reading assessments.

CPS ASSESSMENT PROGRAMS

CPS implements the Dynamic Indicators of Basic early Literacy Skills (DIBELS) and its Spanish version (IDEL) to measure reading readiness in phonemic awareness, phonics, and oral fluency. All schools must implement this assessment in grades K-2.

The EXPLORE ® assessment measures general student knowledge aligned to ACT. The EXPLORE program is designed to help 8th and 9th graders explore a broad range of options for their future. EXPLORE prepares students not only for their high school coursework, but for their post-high school choices as well. It marks an important beginning for a student's future academic and career success. Data is used to implement supplemental academic support services to students.

PLAN is an assessment used to measure general student knowledge aligned to ACT. Subjects include reading, English, math and science reasoning. This exam also includes a student interest inventory and background survey. All schools must implement this assessment in grades 10 or 11.

Learning First Reading and Math Benchmark Assessments is a low-stakes standards-based assessment program administered system-wide in grades 3-8. This assessment is used to measure the Illinois learning goals in reading and math throughout the year and provide ISAT predictive information. Students take three different multiple-choice assessments in the fall, winter and spring. While each assessment is unique, all measure student performance on the same Illinois Learning Standards that define what students should know and be able to do at each grade level. These brief 45 minute assessments will provide stakeholders at every level with critical information that will enable them to: (1) regularly monitor student progress against state standards throughout the year; (2) identify more precise learning needs; (3) guide instruction; and (4) Target interventions. Professional development and analysis of results are provided as part of the assessment program.

WorkKeys is 1.5 hour assessment that measures students' ability to apply basic knowledge in context. Students are measured on their skills in reading for information and applied math. All schools with grades 10 or 11 administer the exam.

The ACT assessment is used to measure general student knowledge. Students are administered a practice test in reading, English, math,

and science reasoning in the 11th grade. The exam is approximately 4 hours long, one hour for each subject.

Limited Testing of Eighth-Grade Students: Scores from the Illinois Standards Achievement Test (ISAT) are used within the Chicago Public Schools (CPS) for a variety of purposes in addition to school accountability. In particular, national percentile scores from a student's seventh-grade ISAT test may be used to determine eligibility for a variety of high school programs or for selective enrollment high school applications. For students who did not participate in ISAT testing as seventh-graders or who did not receive a score, CPS will offer a limited opportunity in the fall for eighth-graders to obtain a comparable test score. Students eligible for testing are only those eighth-graders who do not have ISAT scores (either CPS or non-CPS; however, students should be residents of Chicago). Students who took a nationally-normed achievement test such as TerraNova, Stanford 10, California Achievement Test, Kuhlman-Anderson, Woodcock-Johnson, or Wechsler Revised Achievement Test as seventh-graders need not be retested. National percentile scores from those tests may be used for selective enrollment applications or for other program eligibility.

CITY OF CHICAGO SD 299

Section I-B. Other Academic Indicators

Part B - Other Academic Indicators

Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any.

SCHOOL IMPROVEMENT PLAN FOR ADVANCING ACADEMIC ACHIEVEMENT

The School Improvement Plan for Advancing Academic Achievement (SIPAAA) is the biannual planning process for the Chicago Public Schools. Both the planning and approval processes are mandated by Illinois state law. The SIPAAA process conforms to these guidelines while encouraging meaningful reflection, analysis, and priority setting by school-level teams. The SIPAAA will guide discretionary funding allocations and programmatic decisions. Information provided through the SIPAAA will be used by the district to gauge academic success.

There are six essential steps in SIPAAA planning: (1) gather input from faculty and other stakeholders; (2) revisit the school vision and mission and revise as necessary; (3) analyze the school's data around student outcomes, academic progress, student connection, school characteristics, instruction, instructional leadership, professional capacity, learning climate, and family and community involvement; (4) name up to four school-wide priorities and indicators of success; (5) detail all activities for each priority, naming a person responsible; and (6) budget Supplemental General State Aid and NCLB Title I funds for each activity as needed.

ATTENDANCE IMPROVEMENT PROGRAM

One of the primary causes for student failure in school is poor attendance; thus, daily attendance is essential for student success in school. The Attendance Improvement and Truancy Intervention Program is designed to motivate and support the students, parents, staff and community to increase daily attendance in order to enhance the academic success of students.

The Attendance Improvement and Truancy Intervention unit operates under the direction of the Office of Elementary Areas and Schools. It oversees the implementation of the Chicago Public Schools Attendance and Truancy Initiative. Supporting CPS goals to reduce student absences and chronic truancy, and formulated upon Board Policy, The Office of Elementary Areas and Schools has published the Guidelines for Improved Student Attendance and Truancy Prevention. Included are procedures for the development of a successful student Attendance/Truancy Program, and the essential levels of support for improving students' Average Daily Attendance (ADA) in every school. The guidelines were developed based upon the input of CPS administrators, principals, School Attendance Coordinators, and Area Attendance Administrators.

As we continue to implement academic initiatives to raise student achievement levels, daily student attendance must be considered by all

schools as fundamental to the success of these initiatives and student academic progress. Additionally, increased ADA in all schools positively impacts the quality of education CPS can provide our children. Increased student attendance results in increased state funding provided through the ADA funding formula. Thus, such needed additional revenues can provide millions of dollars to improve educational programs within our schools.

All schools must incorporate the Guidelines for Improved Student Attendance and Truancy Prevention into the attendance component of their SIPAAA. The attendance regulations that are prescribed by state law and mandated by Board policy require every school to implement the practices and procedures contained within the guidelines.

CITY OF CHICAGO SD 299

Section I-C. Educational Assistance to Students

Part C - Educational Assistance to Students

Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.

CHICAGO MATH AND SCIENCE INITIATIVE

Chicago Math and Science Initiative (CMSI): CMSI is a comprehensive program that will transform the way mathematics and science are taught and supported throughout the Chicago Public Schools — from the classroom, to the school, to the areas, to the whole district — and thus transform our students' achievement in these essential subjects.

To support improved math and science instruction and system-wide coherence in NCLB Title I schools, several activities are implemented. These include: (1) provide professional development support for elementary schools to implement high quality, standards aligned math and science curricula selected from four district supported math and four district supported science curricula; (2) create and support processes that enhance professional interaction among math and science teachers; (3) develop a comprehensive student assessment system that is aligned to the Illinois Learning Standards and CMSI supported curricula; (4) create science resource centers to support and provide easy access to high quality science instructional materials for grades K-5; (5) develop strategic external partnerships and funding to provide additional support to schools; and (6) foster increased awareness for math and science improved communication with parents, teachers, and the public at large.

CHICAGO READING INITIATIVE

Chicago Reading Initiative (CRI) - The Chicago Reading Initiative (CRI) will undertake many efforts to improve reading. One of the most important steps that it has taken to ensure that all students learn to read well has been the adoption of a common framework for instruction. This framework is significant because it imposes high-quality standards on the teaching of reading, while preserving the professional choices and flexibility teachers must have if they are to best meet students' learning needs.

NCLB Title I funds are used to provide additional support to NCLB Title I schools. To achieve this goal, funds are used to provide: (1) literacy intervention specialists to schools on probation status to assist classroom teachers with implementing best practices; (2) literacy coaches to work with probation and challenge schools participating in the Core Reading Materials Adoption Program; and (3) Area professional development support.

INSTRUCTION DESIGN AND ASSESSMENT

The Office of Instructional Design and Assessment has three core functions: (1) introduce, implement and support at scale district endorsed curricula in Reading, Math, Science, Arts and Social Studies; (2) administer current elementary benchmark assessments; (3) facilitate the evolution of the benchmark assessment program with the goal of increasing the instructional value; (4) support cross departmental work between all OIDA departments.

NCLB Title I funds are used to support the following activities within OIDA: (1) extend the curriculum and assessment initiatives to fully address the needs of special populations including special education students, English language learners, and other student groups; (2) provide professional development opportunities to schools that are adopting core reading, math and science materials to enhance universal instruction; (3) coordinate work across curricular areas to ensure coherence with area structure and provide high quality differentiated support to NCLB Title I schools; and (4) implement middle grade initiative to improve coherence of support provided to these crucial grade levels.

GRADUATION PATHWAY PROGRAM

The Department of Dropout Prevention and Recovery (DDPR) was established in January 2004 with the overarching goal of reducing the number of students who are leaving Chicago Public Schools without a diploma. The DDPR is divided into 2 branches: prevention and recovery. The prevention component of the DDPR focuses on keeping students in school, while the recovery component focuses on re-engaging students in school as they return from either dropping out or from the juvenile justice system.

Evening High School: NCLB Title I funds are used to support this program. Information about the program is disseminated to all CPS high schools, charter schools, libraries, social service agencies and other stakeholders. NCLB Title I students are identified for services if they are off track or experiencing unsuccessful completion of coursework in the regular day high school environment. This program is also available to students that are inactive BETWEEN AGES 17 TO 21 to complete coursework in order to attain a high school diploma. Selected students are provided an opportunity to earn high school credits to meet graduation requirements. The program is located in several sites with courses offered in the evening and on Saturdays.

IDS INSTRUCTIONAL STRATEGY

NCLB Title I funds are used to provide professional development to 408 teachers in 25 selected NCLB Title I schools that are in need of improvement. Specific teacher support activities include (1) 60 hours of professional development in their content area; (2) Low-ratio coaching for teachers that include model lessons, co-teaching, and content support; (3) common planning time to support development of lesson plans and to be reflective of student learning and teaching practices; and (4) networking opportunities so that teachers can learn from others who are teaching within the same content area. The professional learning communities - both within and across schools - will serve as another means of enhancing teacher capacity.

HIGH SCHOOL TEACHING AND LEARNING

Additional professional development opportunities are provided to all NCLB Title I high schools. These services are provided to: (1) improve high school content area test scores; (2) develop effective high school curriculum, instruction, and assessment tools and materials; (3) develop strategies to increase the number of students with access to Advance Placement course offerings; (4) offer professional development programs for high school instructional personnel; (5) align curriculum, instruction, and assessment within CPS high schools with Illinois Learning Standards, College Readiness Standards, and Work Keys skills; and (5) ensure vertical alignment of curriculum with elementary schools.

CITY OF CHICAGO SD 299

Section I-D. Professional Development for Teachers and Principals

Part D - Professional Development for Teachers and Principals

Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff.

AREA INSTRUCTIONAL SUPPORT

The Chicago Public Schools is comprised of 21 Area Instructional Offices - 17 elementary school Areas (1-4, 6-18) and 6 high school Areas (19, 21, 23, 24: Small Schools, and Military). The Areas incorporate two key educational teams, instruction and management, which work together to serve and support local schools, their students and their communities.

Area Instructional Offices (1) provide professional development and supervision to principals and their schools as determined by local school data analysis and Chicago Public Schools instructional initiatives; (2) monitor instructional practices that lead to improved student achievement; (3) confirm the development and support of new teachers; (4) provide technical support in the alignment of SIPAAA goals to budget allocations; (5) monitor and evaluate principal performance; promote positive working relationships with local school councils; and (6) serve as a liaison between area/schools and curriculum offices

The Area Instructional Officer supports, develops, coaches, and supervises principals in providing instructional leadership in area schools. They allocate area instructional support resources to schools based on school performance and need. The AIOs also work with the Local School Councils and other CPS departments to identify, prepare, place, and retain great principals in area schools.

OFFICE OF HIGH SCHOOL PROGRAMS

The Teaching and Learning Department was created at the start of the 2006-2007 School Year in an effort to provide comprehensive curriculum support to the Area Instruction Offices, CPS principals and teachers to ensure that all high school students experience a rigorous, relevant, and engaging curriculum that will prepare them for both postsecondary education as well as employment. To that end, TAL is composed of content area managers in English, Literacy, Mathematics, Physical Education, Science, and Social Science as well as managers for academic programs such as Advanced Placement courses, Global Classrooms, and College Bridge. TAL is engaged in the following activities: (1) organization of curriculum-focused professional development programs; (2) support of high school literacy teams; and (3) coordination of instructional improvement efforts.

TEACHER INITIATIVES

Alternative Certification Program: The Alternative Certification Program is designed to recruit, educate, develop, and support effective, professional teachers for the Chicago Public Schools. The program is intended to attract college graduates, many of who have had successful careers in other professional fields, into teaching in the urban center of Chicago.

GOLDEN Teachers Program: The GOLDEN Teachers program supports newly hired CPS teachers by hosting new teacher orientation, coordinating mentoring for first-year new teachers, providing targeted workshops on content and pedagogy, and managing school and system-wide efforts to bring new teachers into the system. The GOLDEN Teachers staff and liaisons support first-year teachers, second-year teachers, and mentors.

The CPS Student-Teaching Initiative is designed to attract pre-service teachers by offering support through the final phases of the traditional teacher certification process. Under the guidance of an experienced cooperating teacher, student teachers improve their instructional strategies, assessment practices, and classroom management skills, thereby engaging students and fostering a life-long learning philosophy. A newsletter, professional development events, and a useful Web site for student teachers are some services of this innovative program.

PRINCIPAL PREPARATION

Effective leadership is at the core of improving and sustaining the quality of education for all Chicago Public Schools (CPS) students. This improvement is guided by the CPS theory of change which identifies the school as the unit of change and the principal as the leader of that change. The mission of the Office of Principal Preparation and Development is to develop and ensure high-quality principal leadership in every school. The scope of work involves four responsibilities: (1) identify and develop aspiring principals to meet the challenges of a CPS principalship; (2) develop and support new principals; (3) provide continual development opportunities for experienced principals; and (4) recruit principals in and out of Chicago.

Chicago Public Schools Competencies

The CPS Principal Competencies are the district's leadership framework. Aligned with national standards, these five competencies identify what CPS values in a leader. Furthermore, the CPS Principal Competencies present a holistic approach to instructional leadership by: (1) developing and articulating a belief system through voice and actions; (2) engaging and developing faculty to assess the quality of classroom instruction; (3) facilitating and motivating change; and (4) balancing management.

Through research, committee work, focus groups, and a Blue Ribbon Task Force of civic and educational leaders, the Office of Principal Preparation and Development facilitated the development of the CPS Principal Competencies. These competencies provide a clear description of instructional and managerial leadership in CPS. The Competencies do not replace but support a standards-based leadership model.

The Office of Principal Preparation and Development is highly committed to carrying out the responsibilities that identify and support principals who improve student achievement by: (1) promoting the CPS Principal Competencies as the district's leadership framework; (2) managing the CPS Principal Eligibility Process; (3) building a pipeline of high-quality principals; (4) supporting leadership development through collaboration with three principal preparation programs; (5) providing coherent professional development opportunities for CPS principals that target school improvement; (6) partnering with CPS offices and Area Instruction Officers to ensure principals are supported as instructional leaders; and (7) supporting Local School Councils during the principal selection process.

City of Chicago SD 299

Section I-E. Coordination with Other Education Services

Part E – Coordination with Other Education Services

Describe how the district will coordinate and integrate services provided with other education services such as:

- 1. Even Start, Head Start, Reading First, Early Reading First and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and**
- 2. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.**

HEAD START CHILD DEVELOPMENT PROGRAM

Head Start Child Development Program Provides services to preschool children and their families who have incomes at or below the Federal poverty level. Services for children focus on education, socio-emotional development, physical and mental health, and nutrition. The program includes a strong parent development component and is Federally funded through the Chicago Department of Children and Youth Services (CYS). Head Start income guidelines are established each year by the U.S. Department of Health and Human Services. Proof of income is required prior to completing the application process. Children with diagnosed disabilities are given priority for enrollment regardless of income.

EARLY READING FIRST

The Chicago Early Reading First Grant (FY 2005-2008) in the amount of \$3,214,793 is intended to improve children's achievement in language and literacy development and ease the transition to kindergarten. The project is operating in ten Head Start classrooms located in 4 elementary schools (Dvorak, Fuller, Hay and Lafayette). Each classroom is a full school day program and has 20 children each room.

To meet the project goals, the Early Reading First program model adopted by CPS includes five major components: (1) implementation of a comprehensive, research-based curriculum with intensive development of language and literacy skills; (2) a three-year professional development model that links knowledge with practice and support; (3) implementation of a comprehensive differentiating assessment system; (4) facilitation of a seamless transition to kindergarten; and (5) the provision of literacy and language development resources.

READING FIRST

Illinois has awarded Chicago Public Schools a \$18.8 million Reading First grant that supports expanded reading programs at 60 Chicago Public Elementary Schools focusing on K-3 student literacy learning and teacher training to improve adequate Yearly Progress for low-performing schools. The focus of the Illinois Reading First is to support schools in implementing a comprehensive reading program rooted in scientifically based reading research and aligned to the Illinois Learning Standards. Reading First impacts classroom instruction by: (1) providing high-quality professional development; (2) improving the selection and quality of classroom reading materials; and (3) impacting students after-school reading habits. School support and teacher training will improve Adequate Yearly Progress for low

performing schools.

The overall goals of the Reading First program are to: (1) apply research-based strategies to improve reading instruction and student literacy achievement; and (2) provide professional development in research-based instructional and assessment strategies to improve classroom instruction; and (3) select and develop effective, research-based instructional and assessment tools to improve diagnostic and classroom instruction.

TITLE III: ENGLISH LANGUAGE ACQUISITION

The Office of Language and Cultural Education (OLCE) believes in the importance of investing in the professional development of its teachers. OLCE offers a broad array of workshops, conferences, cultural/language immersion programs and exchanges, as well as instructional materials for teachers to enhance their knowledge and understanding of the world. OLCE is committed to creating a teaching force able to prepare and expertly assist students through the complexities of the global arena.

The Office of Language and Cultural Education believes in the importance of cultivating a true appreciation for cultural, ethnic and linguistic diversity in Chicago Public Schools students. We encourage students to view culturally inherent differences as building blocks rather than barriers and offer challenging opportunities to explore and grow both academically and socially. Partnering with local and international organizations, our goal is to build a citizenry open to new thoughts, ideas and experiences, ready to operate and succeed in major global arenas – economic, political and social.

PERKINS: EDUCATION TO CAREERS

The purpose of the Department of Education To Careers is to help students plan and prepare for their futures. Students have access to the Choices Planner website to develop their individual career and postsecondary plan: portfolio.Bridges.com. Students are then encouraged to follow their plans by participating in over 50 high school ETC programs.

TITLE IID: TECHNOLOGY

Chicago Neighborhood Learning Network (CNLN) - The Chicago Neighborhood Learning Network (CNLN) is a partnership among schools, community members and neighborhood organizations. Funded by a U.S. Department of Education Technology Innovation Challenge Grant and administered by the Chicago Public Schools Office of School & Community Relations, the network offers free computer classes and free Internet access for parents, children and the community.

eLearning: The Office of Technology Services eLearning exists to carry out the vision, goals, and mission developed by the CPS eBrigade. The eLearning web site provides one-stop shopping for information about eLearning's projects and programs to administrators, teachers,

parents, and students. The site is organized so that visitors will find the information they need quickly and easily—whether that information is a strategy to enhance teaching and learning, research to support effective educational practices, or access to a professional development opportunity.

TITLE V: INNOVATIVE PROGRAMS

In the Department of Libraries and Information Services, the staff works at both the system level and in individual schools to help librarians, teachers, administrators, and community members to improve their library programs as part of its "Children First" education plan. The department assists schools in developing and improving library programs that are integral to teaching and learning; and to provide support for: (1) effective teaching; (2) curriculum integration; (3) professional development; (4) collection development; (5) library automation; (6) use of online resources; (7) coordination of library technology with other technology in the school; (8) grant applications and implementation; and (9) coordination of school and public library resources and services.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

The programs and services provided by the Office of Specialized Services are designed to ensure that students with disabilities receive a free and appropriate education in the least restrictive environment and to provide health-related services to all Chicago public school students. These programs and services are directly related to the core functions of the department. A directory is provided on-line of the programs and services categorized by the core functions that support schools in providing high-quality education for students with disabilities.

The Office of Specialized Services coordinates a wide variety of support services for all students in the Chicago Public Schools, including special education and related services for approximately 58,000 students with disabilities and students receiving related services under Section 504 of the Rehabilitation Act of 1973. The core functions of the department are: (1) to support schools in providing high-quality education for students with disabilities and (2) to support schools in meeting students' social/emotional and physical health needs. Services provided include specialized educational services, low-incidence programs, health services, health education, social/emotional services, and professional development and training. These services are instrumental in ensuring that all students graduate prepared for employment that promotes productive, independent living.

CITY OF CHICAGO SD 299

Section I-F. Poverty Criteria

Part F - Poverty Criteria

Describe the poverty criteria that will be used to select school attendance areas.

ELIGIBILITY CRITERIA FOR FUNDING

CPS uses poverty data generated yearly by the number of students, ages 5-17, who are eligible to receive free or reduced lunch (60% weight), and the number of children, ages 5-17, from families which receive financial assistance through TANF – Temporary Assistance for Needy Families (40% weight). The sum of the two criteria are then divided by the total enrollment to achieve a poverty index. The data is taken at one point in time for the entire school system (i.e. first Friday in December). Once data is collected, CPS ranks schools and serves those above the 40% poverty index.

Schools with poverty index of 40.00% or above are eligible to receive NCLB Title I funds. The higher the poverty %, the higher the allocation per student. The lower poverty %, the lower the allocation per student.

CITY OF CHICAGO SD 299

Section I-G. Children in Need of Services

Part G - Children in Need of Services

Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services.

TARGETED ASSISTANCE PROGRAMS

In a targeted assistance school, services are provided to a select group of students. This group has been identified as failing, or most at risk of failing, to meet the state's challenging content and academic achievement standards. Targeted assistance schools, therefore, do not provide services to all students in the school or in particular grades (i.e., no reduced class size). A current list of these students, in rank order, must be kept on file at the school.

Eligible students are those identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by CPS and supplemented by the school. However, students from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate tests.

In general, economically disadvantaged students, children with disabilities, and limited English proficient children are eligible for services on the same basis as other children selected to receive NCLB Title I services. Neglected or delinquent children, homeless students and those who participated in the previous two years in a pre-school program also are eligible for services.

Schools must rank students according to need and select those students who have the greatest need for special assistance to receive NCLB Title I services. A list of these students in rank order must be kept on file. To the extent practicable, a school may serve students who are in greatest need of assistance for only a particular skill for the period of time it takes the student to master the skill. If necessary, a student may participate in the Title I program for an entire school year.

CITY OF CHICAGO SD 299

Section I-H. Programs and Educational Services

Part H - Programs and Educational Services

Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.

SCHOOLWIDE AND TARGETED ASSISTANCE PROGRAMS

All programs funded under NCLB Title I must adhere to their respective requirements (NCLB Title I: P.L. 107-110). As such, all programs are supplemental in nature. This means any uniquely identified program or service that is in addition to the regular program. Moreover, funds are to be used to benefit students enrolled at the local school.

In no case may these funds be used to replace services, activities, and programs that are part of regular services provided by CPS. NCLB Title I funds cannot be used for capital expenditures (i.e. building repairs and maintenance, wiring, and fixtures to building such as drapes, carpeting, and auditorium seats).

The following descriptions for program numbers are to be used when developing and amending the use of NCLB Title I funds within the School Improvement Plan (SIPAAA).

DESCRIPTION OF PROGRAM NUMBERS

111048 – Early Childhood 3-4 (EC 3-4)

This program provides assistance to the child in areas such as language development, reading and mathematics readiness, and physical and emotional growth. (Excludes Schools operating a Targeted Assistance Program)

111049 – Early Childhood KG (EC KG)

This program provides necessary readiness activities and experiences for five-year-olds prior to entering first grade. Variables that distinguish this program from regular kindergarten may be an additional teacher to provide full-day kindergarten program instead of the usual half-day and other supplementary services to stimulate children lacking in readiness skills. (Excludes Schools operating a Targeted Assistance Program)

111050 – Reduced Class Size K-3 (RCS K-3)

This program allows local schools to reduce the number of students being served in grades K through 3. Generally, the manner in which the school reduces class size should result in a meaningful reduction for all students in the grade level on a regular basis. This supplementary program enables teachers to facilitate learning experiences not possible in regular classroom settings. These learning experiences may include individualized instruction, greater time on task for students, and/or flexible and diversified groupings. (Excludes Schools operating a Targeted Assistance Program)

111051 – Reduced Class Size 4-8 (RCS 4-8)

This program allows local schools to reduce number of students being served in grades 4 through 8. Generally, the manner in which the school reduces class size should result in a meaningful reduction for all students in the grade level on a regular basis. This supplementary program enables teachers to facilitate learning experiences not possible in regular classroom settings. These learning experiences may include individualized instruction, greater time on task for students, and/or flexible and diversified groupings. (Excludes Schools operating a Targeted Assistance Program)

111069 – Homeless Education Program (HEP)

This program is intended to provide support services to students experiencing homelessness. These services include, but are not limited to, the provision of school supplies, uniforms, waivers for school fees, tutoring, and health care. For more information regarding the rights of homeless students, please contact the Homeless Education Program.

111097 – ISO Core Reading Instruction (ISO Core R Inst)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

111098 – ISO Other Reading Instruction (ISO Other R Inst)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

111099 – ISO CMSI Math K-5 Instruction (ISO CMSI M Inst K-5)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

111100 – ISO CMSI Science K-5 Instruction (ISO CMSI S Inst K-5)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

111101 – ISO Algebra Instruction (ISO Algebra Inst)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

111102 – ISO Other Math Science Instruction (ISO Other MS Inst)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

111103 – ISO CMSI Math 6-8 Instruction (ISO CMSI M Inst 6-8)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

111104 – ISO CMSI Science 6-8 Instruction (ISO CMSI S Inst 6-8)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

111105 – ISO Other Library Instruction (ISO Other L Inst)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

111106 – ISO Writing Instruction (ISO Writing Inst)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

111107 – ISO AVID Instruction (ISO AVID Inst)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

111108 – ISO Arts Education Instruction (ISO Arts Ed Inst)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

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113046 – Reduced Class Size HS (RCS HS)

This program allows local schools to reduce number of students being served in grades 9 through 12. Generally, the manner in which the school reduces class size should result in a meaningful reduction for all students in the grade level on a regular basis. This supplementary program enables teachers to facilitate learning experiences not possible in regular classroom settings. These learning experiences may include individualized instruction, greater time on task for students, and/or flexible and diversified groupings. (Excludes Schools operating a Targeted Assistance Program)

119010 – Other Instructional Programs (OIP)

Language Arts – This program is designed to provide additional remedial instruction in English during the regular school day. Activities may include oral and written communication through a variety of experiences.

Social Studies – This program is designed to provide social studies instruction beyond general classroom instruction and curriculum during the regular school day. (Excludes Schools operating a Targeted Assistance Program)

Foreign Language – With the exception of Language Academies programs, programs in foreign language at the elementary school level are supplementary and occur during the regular school day. (Excludes Schools operating a Targeted Assistance Program)

Gifted – This program is designed for students who have demonstrated interest and/or talents in subject areas that beyond or above regular program of instruction that takes place during the regular school day. (Excludes Schools operating a Targeted Assistance Program)

119015 – Reading Instruction (R)

This program is designed to provide students with methods, skills, and experiences to promote independent growth for students not achieving at expected grade levels in reading. Activities may include oral and written communication through a variety of experiences by providing additional instructional support services of a reading specialist and/or support staff.

119016 – Math Instruction (M)

This program is designed to provide students with stimulating and meaningful instruction. Supplementary math programs may include additional instructional staff that may provide students remedial help. New and innovative approaches that present math in fresh and more meaningful ways also may be used.

119017 – Science Instruction (SC)

This program is intended to provide students stimulating and meaningful instruction. This supplementary science program may include additional staff that provides students remedial help. New and innovative hands-on materials that present science in fresh and more meaningful ways also may be implemented.

119045 – Other Enrichment Programs (OEP)

Music – This program is designed to provide additional music instruction to assist regular classroom during the regular school day. Student selection for participation is determined by local school needs and the program designed to increase the awareness and appreciation of music. (Excludes Schools operating a Targeted Assistance Program)

Art – This program is designed to provide additional art instruction to assist regular classroom teacher during the regular school day. Student selection for participation is determined by local school needs and the program designed to increase art awareness and

- appreciation. (Excludes Schools operating a Targeted Assistance Program)
- Learning Center – This program is designed to provide supplemental support for the local school library or multimedia center, and/or Library Science instruction. (Excludes Schools operating a Targeted Assistance Program)
- Computer Education – This program is designed to provide pupils with experiences to enable them to develop computer skills and literacy. Students are selected based on interest and need to enhance their technology skills. (Excludes Schools operating a Targeted Assistance Program)
- 122071 – ISO OSS Instruction (ISO OSS Inst)
- This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.
- 160011 – Summer School (SMS)
- This program is intended to provide creative and challenging summer programs to supplement the regular program of instruction. Please note: Supplemental programs cannot provide tuition for eighth grade or high school students who are pursuing credits for graduation. Extracurricular activities including clubs and sports only can be funded through SGSA.
- 180040 – ELL/LEP Programs (ELP)
- This program is intended to provide additional support for the Transitional Bilingual Education Program, funded through ISBE and CPS. Funds may be used to provide ESL instruction during the regular school day and also may be used to provide development of alternative bilingual instruction methods.
- 210001 – Family Student Support (FSS)
- Attendance Services – This program is designed to enhance school attendance and assist students avoid behaviors which may contribute to truancy and/or dropping out of school. (Excludes Schools operating a Targeted Assistance Program)
- Guidance – This program is designed to provide students additional guidance services such as assisting career choices, improving personal and social development, and extending guidance activities to meet individual student needs. (Excludes Schools operating a Targeted Assistance Program)

Career Employment Preparation – This program is designed to support supplemental activities in career awareness. Programs may include career awareness and field trips at elementary school level and additional elective classes for career opportunities at secondary school level. (Excludes Schools operating a Targeted Assistance Program)

Health Services – This program is designed to provide additional physical and mental health services. Included are activities that provide pupils with appropriate medical, dental and nurse services.(Excludes Schools operating a Targeted Assistance Program)

Social Services Outreach – This program is designed to provide school social service outreach activities dealing with problems of pupils which involve the home, school and/or community.(Excludes Schools operating a Targeted Assistance Program)

221234 – Professional/Curriculum Development (PCD)

This program is designed to provide staff development activities at the local school level. Staff in-services may vary from school to school depending on priorities, and may focus on such topics as communications, curriculum, attendance, classroom management, parent involvement, staff motivation, cross-cultural awareness, and problem solving. The curriculum development program enables local schools to develop new curricula or to enhance, extend, or revise existing curricula. Please note: Professional/curriculum development in the areas of reading, math, and science must be charged to those corresponding program numbers. See appropriate program descriptions below.

221235 – Reading Professional/Curriculum Development (RPCD)

This program supports school-initiated professional development activities in reading. This program includes lead teachers who spend 100% of their time on coaching, curriculum development and/or professional development. The school will coordinate the activities and expenditures.

221236 – Math Professional/Curriculum Development (MPCD)

This program supports school-initiated professional development activities in math. This program includes lead teachers who spend 100% of their time on coaching, curriculum development and/or professional development. The school will coordinate the activities and expenditures.

221237 – Science Professional/Curriculum Development (SPCD)

This program supports school-initiated professional development activities in science. This program includes lead teachers who spend 100% of their time on coaching, curriculum development and/or professional development. The school will coordinate the activities and expenditures.

221238 – ISO Core Reading Professional Development (ISO Core R PD)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

221239 – ISO CMSI Math K-5 Professional Development (ISO CMSI M PD K-5)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

221240 – ISO CMSI Science K-5 Professional Development (ISO CMSI S PD K-5)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

221241 – Area Based Professional Development (APD)

This program supports professional development activities recommended by the school's Area Instructional Officer.

221242 – Early Childhood Professional/Curriculum Development (ECPD)

This program supports professional development activities in early childhood. This program includes lead teachers who spend 100% of their time on coaching, curriculum development and/or professional development. (Excludes Schools operating a Targeted Assistance Program)

221243 – High School Transformation Project (HS Trans Prj)

This program supports professional development activities as part of the High School Transformation Project.

221246 – ISO Other Reading Professional Development (ISO Other R PD)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional

development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

221247 – ISO Algebra Professional Development (ISO Algebra PD)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

221248 – ISO Other Math Science Professional Development (ISO Other MS PD)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

221249 – ISO Library Professional Development (ISO L PD)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year. (Excludes Schools operating a Targeted Assistance Program)

221250 – ISO CMSI Math 6-8 Professional Development (ISO CMSI M PD 6-8)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

221251 – ISO CMSI Science 6-8 Professional Development (ISO CMSI S PD 6-8)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

221252 – ISO Writing Professional Development (ISO Writing PD)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

221253 – ISO OSS Professional Development (ISO OSS PD)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

221254 – ISO AVID Professional Development (ISO AVID PD)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

221256 – ISO Arts Education Professional Development (ISO Arts Ed PD)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year. (Excludes Schools operating a Targeted Assistance Program)

222005 – ISO Library Automation (ISO L Automation)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year. (Excludes Schools operating a Targeted Assistance Program)

222006 – ISO Library Matching Grants (ISO L M Grants)

This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials and professional development. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year. (Excludes Schools operating a Targeted Assistance Program)

223013 – Assessments/Standards (AS)

This program is designed to provide opportunities for school staff to develop and/or purchase additional benchmark assessment instruments tied to their curriculum. Funds may also be used for test scoring and benchmark assessment results reporting for parent and school use.

266408 – TechXL Network (TXL-N)

This program is intended to provide for the availability of school-based technology and service for network attached school-based technology. These services include the necessary components to enhance curriculum and instruction for students. (Excludes Schools operating a Targeted Assistance Program)

266411 – TechXL Leasing (TXL-L)

This program is intended to provide for the availability of school-based technology and state of the art technology equipment. These services include the necessary components to enhance curriculum and instruction for students. (Excludes Schools operating a Targeted Assistance Program)

266412 – TechXL Repair and Maintenance (TXL-RM)

This program is intended to provide for the ongoing upkeep and availability of school-based technology. These services include the necessary components to enhance curriculum and instruction for students. (Excludes Schools operating a Targeted Assistance Program)

266415 – E-Rate (E-RATE)

E-Rate is a federally funded program designed to bolster technology in our schools. Through the partnership program, schools can put technology into the hands of students and teachers in an effort to enhance student achievement in the 21st century. Schools will have the opportunity to leverage dollars to receive discounts on telecommunications services, internet access, and internal networking services. The E-Rate partnership program allows schools to request available technology and leverage school discretionary dollars with the District's overall strength. (Excludes Schools operating a Targeted Assistance Program)

300008 – Community/Parent Involvement (CPI)

This program is intended to foster a closer relationship between parents and teachers. This improved relationship should result in a higher level of academic achievement, improved attitudes toward school, and greater ongoing parent involvement the education of their children. Funds may be used to purchase school–community representative (SCR) positions.

320020 – Other After School Programs (OASP)

This program is designed to provide students after-school, Saturday, and intersession experiences in subject areas other than reading, math, and science. After-school programs in reading, math, and science must be charged to the corresponding instructional program number (119015, 119016, 119017).

390030 – Parent Training (PT)

This program has two components: training parents on NCLB Title I, SGSA rules and regulations, and CPS procedures; and training parents to work with their children at home in order to achieve the local school's instructional objectives. Training activities include clearly defined objectives and regularly scheduled meetings for parents of participating students.

CITY OF CHICAGO SD 299

Section I-I. Services for Migratory Children

Part I - Services for Migratory Children

Describe how the district will ensure that migratory children and formerly migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I.

INCLUSION OF MIGRATORY CHILDREN

In general, economically disadvantaged students, children with disabilities, and limited English proficient children including migratory children are eligible for services on the same basis as other children selected to receive NCLB Title I services. Neglected or delinquent children, homeless students and those who participated in the previous two years in a pre-school program also are eligible for services.

CITY OF CHICAGO SD 299

Section I-J. Support for Preschool Programs

Part J - Support for Preschool Programs

Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, Even Start.

EARLY CHILDHOOD PROGRAMS

The mission of the Office of Early Childhood Education is to ensure all children ages birth through age 8 have equal access to comprehensive, high quality program options, and support on a developmental continuum.

CPS has 13 Child-Parent Centers (CPCs) located throughout the city. Child Parent Centers provide developmentally appropriate activities and best practices for academically at risk pre-school students. Services are provided to children and their parents who live in targeted low income areas. CPCs are located in or near low income elementary schools and are supported through NCLB Title I funds. The programs enroll the majority of their children at age three and provide two continuous years of service prior to kindergarten. Activities include literacy, science and math curriculums, shared reading, learning centers, field experiences, writing, portfolios, nutrition, gross motor skills activities, music, and art.

NCLB Title I schools operating schoolwide programs can also support early childhood development through participation in various programs including language development, reading and math readiness, physical and emotional growth, and professional and curriculum development.

CITY OF CHICAGO SD 299

Section I-K. District Actions for Schools Not Making AYP

Part K - District Actions for Schools Not Making AYP

Describe the actions of the district for its schools who do not make AYP.

DISTRICT ACTIONS FOR REMEDIATION AND PROBATION SCHOOLS

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

Upon review of performance data including ISAT scores, attendance, graduation rates, PSAE scores, and Explore, Plan and ACT Assessments (EPAS), schools will be notified of their accountability designation.

REMEDICATION

Any school that receives a remediation rating shall participate in a remedial program in which a remediation plan is developed. This plan may include one or more of the following: (1) drafting a new school improvement plan; (2) additional training for the local school council; (3) directing the implementation of the school improvement plan; and (4) mediating disputes or other obstacles to reform or improvement at the school.

In creating the remediation plan, the school will be monitored to ensure that all aspects of the plan, including the school budget, address the educational deficiencies at these schools and ensure the development and full implementation of a school's NCLB Corrective Action and Restructuring plans. This final remediation plan, including the school budget is then approved by the Chief Executive Officer. These plans will be monitored on an on-going basis. Reports will be issued detailing the progress the school makes towards implementation of the plan and the correction of its educational deficiencies.

PROBATION

Each school placed on probation shall have a school improvement plan and a school budget for correcting deficiencies identified by the Board. A school improvement plan will be developed that contain specific steps that the local school council and the school staff must take to correct identified educational deficiencies. The school budget will also include specific expenditures directly calculated to correct those identified educational deficiencies. For schools with Corrective Action, Restructuring Planning, or Restructuring Implementation status under NCLB, the school improvement plan shall ensure the development and full implementation of the schools NCLB Corrective Action and Restructuring plans. This final plan, including the school budget is then approved by the Chief Executive Officer and the Board. These plans will be monitored on an on-going basis. Reports will be issued detailing the progress the school makes towards implementation of the plan and the correction of its educational deficiencies.

Schools placed on probation that fail to make adequate progress in correcting deficiencies after at least one year are subject to the following actions: (1) ordering new local school council elections; (2) removing and replacing the principal; (3) replacement of faculty members; (4) reconstitution of the attendance center and replacement and reassignment of all employees of the attendance center; (5) intervention under Section 34-8.4 of the Illinois School Code; or (6) closing of the school.

Schools will be removed from probation status for showing sustained academic progress by improving its performance so that it no longer meets the criteria established by the Board for a probation rating.

The Probation/Remediation policy described is a separate school evaluation system from AYP. For schools not making AYP, the following sanctions identified by the law are applied.

In year 2 and any subsequent year of school improvement, CPS provides choice to the lowest performing students at the lowest performing eligible schools. All retained students at schools in NCLB school improvement at any level are offered Choice, and all students at schools in NCLB school improvement that are closing or eligible for closure due to significant and sustained underperformance are eligible for Choice. Parents of students offered Choice are asked to preference 5 schools out of a list of approximately 100 eligible higher-performing schools. CPS uses these preference to implement a matching process assigning students requesting choice to open slots.

In year 3 and any subsequent year of school improvement, CPS provides supplemental education services to eligible students at the school.

In year 4, the school SIPAAA is to meet the requirements of the corrective action plan for the school.

In year 5, schools are required to develop a Restructuring plan, identifying significant reforms to correct the issues underlying the failure to meet AYP.

There are 188 elementary schools in restructuring status for the 2007-2008 school year. Under the federal "No Child Left Behind Law" (NCLB) law, "Restructuring" is envisioned as a "major reorganization of a school making fundamental reforms such as significant changes in the school's staffing and governance." The Chicago Public Schools has executed this change by removing local discretionary authority from the Local School Councils and placing authority with the Chief Education Officer. The Chief Education Officer then has the ability to tailor support to schools around each school's needs, including participation in various programs designed to remove schools from restructuring status.

Under the direction of the Chief Education Office, CPS has developed three major restructuring strands. One set of schools were identified for centrally directed restructuring options, including: (1) closing and reopening as a Renaissance 2010 school; (2) turnaround Principal Strategy; and (3) Fresh Start Partnership with CTU.

For schools not selected for participation in these three options, Area Instructional Officers were given the responsibility and authority to develop school specific restructuring plans as part of the annual school improvement planning process. Area Instructional Officers were asked to ensure that their plans leveraged school controlled funds, district funded options and outside grants. Among the options available to Area Officers were: (1) externally funded curricular activities such as: Reading First, Striving Readers, Middle Grades Project; (2) district sponsored partnerships with outside entities; (3) staffing changes such as replacing key staff using statutory and contractual options; and (4) an intensive special education initiative for schools in restructuring status due solely to the special education subgroup.

Area Officers were charged with ensuring that plans were consistent with the school's needs. Plans were submitted to the Chief Education Office staff in advance and Area Officers received extensive feedback from them. Area Instructional Officers report quarterly on the progress their schools are making in implementing their plans.

In subsequent years of school improvement, the Chief Education Office implements a quarterly monitoring process of the implementation of school restructuring plans.

CITY OF CHICAGO SD 299

Section I-L. School Choice and Supplemental Services

Part L - School Choice and Supplemental Services

Describe how the district plans to implement, if necessary, public school choice and supplemental services.

SCHOOL CHOICE

Students attending schools identified for school improvement, corrective action, or restructuring under NCLB Title I rules and regulations are offered the opportunity to transfer to a school not on school improvement status. Students who transfer schools under this provision may remain in the receiving school until they complete the highest grade at that school. Students and their parents in the Choice program are offered transportation services via three models: (1) school bus services; (2) Chicago Transit Authority (CTA) fare cards; and (3) mileage reimbursement. Administrative procedures are in place that delineate criteria for selecting sending and receiving schools and priorities for the selection of students requesting transfers through the Choice program. Information is also provided for parents to inform them of these protocols and their Choice options available.

SUPPLEMENTAL EDUCATIONAL SERVICES

Supplemental Educational Services are free math and reading tutoring available to low-income students who attend Title I schools that have not made Adequate Yearly Progress (AYP) based on NCLB regulations. All students in SES designated schools are eligible to apply for services as long as they fit the income criteria which is based on free or reduced lunch eligibility. Parents fill out the official SES Registration Form that is available at the school. Parents select their top three choices of vendors or chose a vendor operated at another SES school. If parents select the last option, transportation is not provided. If CPS exceeds its enrollment limit due to budget constraints, eligible students will be selected according to their performance on the ISAT. Students who performed in the bottom quartile on the ISAT will be given preference in the enrollment process. All SES services occur outside of the regular school day, usually immediately after school. Each SES school will determine the schedule for the programs that occur at the school. Services provided outside of the school include on-line internet based services provided by selected vendors and providers that offer services in non-CPS location off-site. Once parents select a provider and the services begin, they will need to review, sign, and return their child's Individualized Tutoring Plan which outlines specific academic goals that will be addressed. Parents will also receive two Progress Reports throughout the year.

CITY OF CHICAGO SD 299

Section I-M. Highly Qualified Teachers

Part M - Highly Qualified Teachers

Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified.

EDUCATOR QUALIFICATION AUDIT AND COMPLIANCE SUPPORT

Under the No Child Left Behind (NCLB) Act, Chicago Public Schools is required to: (1) inform parents annually in a language they understand that they have the right to request information about the qualifications of their children's teachers and their assistants; (2) inform parents if their child is taught a "core" academic subject for 20 or more consecutive days by a teacher who does not meet the "Highly Qualified" standards as established in NCLB; and (3) upon request, provide parents a letter describing the credentials of teachers and their assistants who instruct their children in any subject.

In order to fulfill these obligations, the Certification Compliance Team will conduct its annual review of teacher and paraprofessional credentials within the context of their teaching assignments to determine their adequacy against NCLB standards. As a result of this process, teachers and paraprofessionals will receive one of the following NCLB statuses: (1) HQ = Highly Qualified; (2) NHQ = Not Highly Qualified; (3) NC = Non Core Subject Assignment/Teacher; (4) NP = No Program (5) NR = Not Rated (because teacher did not meet the 20-consecutive-day condition.

The Certification Compliance Team will: (1) compile and analyze data on teacher and paraprofessional credentials and their teaching assignments between the 1st and 31st of October and complete this by November; (2) generate various reports describing and/or summarizing the NCLB statuses of teachers and paraprofessionals by November; (3) produce and distribute notification letters to teachers and paraprofessionals informing them of their NCLB status and, if NHQ, their "right" to appeal; (4) conduct appeal sessions with NHQ teachers and NHQ paraprofessionals between November and December; (5) produce and distribute final NHQ-status letters to the appropriate parents beginning January; (6) generate close of audit reports describing and/or summarizing the final outcomes of the audit by January; (7) produce final NCLB-status letters of all teachers and paraprofessionals and distribute these to the appropriate principals or school administrators by January. Principals or school administrators will be required to keep these letters on file and copied for distribution to parents upon request; (8) produce and distribute ISBE-issued "Roadmaps" for each NHQ teacher by January; (9) conduct planning sessions for "Roadmaps" with NHQ teachers in February; (10) administer 2 follow-up phone surveys to assess progress toward HQ status: April and June; and (11) prepare 2 reports describing progress toward HQ status: May and July.

CITY OF CHICAGO SD 299

Section I-N. Services for Homeless Children

Part N - Services for Homeless Children

Describe the services the district provides to homeless children.

HOMELESS EDUCATION PROGRAM

The Chicago Public Schools (CPS) shall provide an educational environment that treats all students with dignity and respect. Every CPS homeless student shall have equal access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children and youth applies to all the services, programs and activities provided or made available by the CPS.

CURRICULUM

The Homeless Education Program Curriculum on Homelessness was developed to increase the awareness and sensitivity of those who are not homeless in order to provide support and solutions for those students and families who are experiencing the alienation, stereotyping and discomfort of homelessness. The curriculum guide seeks to build an understanding of homelessness by incorporating three themes which spiral through the grade levels, elementary and high school: Homeless Not Helpless; Treat Others as You Wish to Be Treated; and No Place to Call Home. The Chicago Public Schools has developed this curriculum planning resource guide to assist classroom teachers in addressing homelessness issues, thereby raising students' awareness of, knowledge about, and understanding of the homelessness predicament. The underlying framework of the guide is the four components of the Chicago Reading Initiative: word knowledge, fluency, comprehension, and writing.

In general, economically disadvantaged students, including students that are experiencing homelessness are eligible for additional NCLB Title I services at the school on the same basis as other children selected to receive NCLB Title I services.

TRANSPORTATION

CPS will provide transportation to every homeless student who chooses to attend his or her school of origin. Transportation will be provided for as long as the student attends the school and remains homeless or, if the student becomes permanently housed, until the end of the academic year. Funds for transportation are from local sources and the McKinney Vento grant.

CPS STAFF RESPONSIBILITIES

CPS staff are required to facilitate the immediate school enrollment of homeless students, including pre-school students; to aid with the identification of homeless students, to encourage school stability for homeless students through the provision of transportation to the school of origin, and to attend yearly trainings and workshops regarding the laws and policies affecting homeless students. Schools are required to inform parents of the rights of homeless students, to provide school uniforms and school supplies for homeless students as needed; to inform parents/guardians of homeless students about tutorial-instructional support programs and other support services, to post information regarding services to homeless students in schools; to provide a waiver of school fees to homeless students and enrollment in the free lunch program; and to facilitate referrals to other agencies including free medical referrals, as needed, for homeless students and their families.

Regarding transportation to the school or origin, CPS staff are required to: (1) inform the homeless parent or guardian of the availability of student transportation services; (2) provide CTA transit cards, transfer fares, and a student riding permit for students age 12 and above; (3) provide CTA transit cards for a parent or guardian of homeless children (preschoolers or kindergarten-grade 6) to accompany them to and from school; AND (4) provide appropriate alternative transportation such as busing in "hardship" situations.

NCLB TITLE I FUNDS

NCLB Title I requires schools receiving Title I funds to address the needs of students identified as homeless [20 USC 6314 (b)(1); 20 USC 6315 (b)(3); 42 USC 11433(d)]. Needs of homeless students include, but are not limited to, enrollment in the free lunch program, provision of a school uniform, a backpack and school supplies, tutoring, a waiver of all school fees, (including fees for night school and summer school, field trips, graduation fees, gym uniforms and locks) and medical, dental, vision, and mental health services.

To that end, schools are required to allocate NCLB Title I funds to provide services to students experiencing homelessness and to continue these services until the end of the school year in which these students become permanently housed. Schools may also consider the use of Supplemental General State Aid (SGSA) for these activities to service homeless students.

To facilitate the financial tracking of these services, a new program number has been created. This new program number is 111069.

The following table was developed to determine the amount of NCLB Title I funds that each school must budget in program number 111069:

Schools with 0-10 homeless students:	\$ 1,000
Schools with 11-20 homeless students:	\$ 2,000
Schools with 21-30 homeless students:	\$ 3,000
Schools with 31-60 homeless students:	\$ 5,000

Schools with 61-100 homeless students: \$ 7,500
Schools with 101+ homeless students: \$10,000

This table was based on the following criteria: (1) the estimated cost to implement the above requirements, and (2) the number of identified homeless students enrolled in each school for FY 08.

The Homeless Education Program will continue to provide enrollment support and transportation services as well as follow-up regarding the use of NCLB Title I or SGSA funds for homeless students.

CITY OF CHICAGO SD 299

Section I-O. Parent Involvement Strategies

Part O - Parent Involvement Strategies

Describe how the district implements effective parent involvement strategies.

DISTRICT LEVEL PARENT INVOLVEMENT

The NCLB Title I legislation under Section 1118: Parent Involvement mandates meaningful consultation between parents and school districts. Each local education agency (LEA) and each school that receives Title I funds shall jointly develop, and distribute to parents, a written parental involvement policy. The policy must outline how parents will be involved in the improvement of the Title I program through planning, reviewing the program and identifying any barriers to the Title I program.

As part of this effort in seeking parental involvement, CPS solicits input from parents for programming and expenditures of NCLB Title I funds. In August 2007, CPS established the NCLB Title I Parent Involvement Advisory Board. The PIAB is a thirteen member board comprised of parents of NCLB Title I students, two from each of the established six geographic clusters and one chair person. The PIAB serves in an advisory capacity to the CPS on matters relating to NCLB programming and specifically the implementation of NCLB parent involvement programs and the use of NCLB funds. Membership is determined based on a random drawing of 12 NCLB Title I schools and one chair person to ensure representation from elementary, high schools, geographic clusters, racial and ethnic diversity, and schools with large and small NCLB Title I programs.

SCHOOL LEVEL PARENT INVOLVEMENT

CPS has formed NCLB Title I Parent Advisory Councils (PAC) at the local school level. The PACs exist to provide parents/legal guardians, loco parentis, teachers/staff, and concerned community individuals with the opportunity to work with their principal in the planning, design, implementation, and evaluation of the Title I Program.

The PACs serve as an advisory group by providing input on amendments and future Title I programs. PACs jointly develop and approve a parent involvement policy which includes the school-parent compact. PACs also provide and share NCLB Title I information updates received from the Cluster PAC.

NCLB Title I law requires CPS to reserve at least 1% of the total Title I allocation to carry out NCLB Title I parental involvement activities, including promoting family literacy and parenting skills. Of the 1% mandatory set-aside, 95% must go directly to NCLB Title I participating schools and must be in addition to the school's regular NCLB Title I allocation. Parents of children receiving NCLB Title I services must be

involved in decisions regarding how these funds are allotted for parental involvement activities. Such programs, activities, and procedures need to be planned and implemented with meaningful consultation with parents of participating children.

Under Illinois law, a school's Local School Council (the "LSC") has authority to approve expenditure of funds allocated and distributed to the school. See 105 ILCS 5/34-2.3(4). Nothing in the Act explicitly pre-empts the authority of an LSC to allocate and expend funds distributed to it pursuant to Section 1118(a)(3); however, in exercising its authority over these funds, the LSC must adhere to certain restrictions set forth in Section 1118.

Funds allocated to a school pursuant to Section 1118(a)(3) may only be used to: "implement programs, activities, and procedures for the involvement of parents in programs assisted under [Title I of the Act] consistent with [the terms of Section 1118]."

Thus, in allocating and expending Section 1118(a)(3) funds, a LSC must ensure a reasonable relationship exists between the expense and goal of facilitating parental involvement.

This provision does not vest parents (or Parent Advisory Councils) with any authority to allocate the funds. Its intent is to ensure parents are involved in the process. To that end, an LSC must provide parents and the Parent Advisory Council a reasonable opportunity to comment, both in person and in writing, on how Section 1118(a)(3) funds are allocated and which activities should be funded. Once an LSC has provided parents and the Parent Advisory Council with a reasonable opportunity to so comment, the LSC then is empowered to make a final determination on the allocation of these funds.

In carrying out NCLB Title I parental involvement requirements, schools, to the extent practicable, need to provide full opportunities for participation of parents of children with limited English proficiency, parents of children with disabilities, and all parents of children participating in NCLB Title I programs.

Every school receiving NCLB Title I funds must:

1. Convene an annual meeting, at a convenient time, to which all parents of participating NCLB Title I students are invited and encouraged to attend, to inform parents of their school's participation under NCLB Title I and to explain NCLB Title I requirements and the right of the parents to be involved. In schools with schoolwide programs, all parents are invited, and in schools with target assistance programs, only parents of targeted assisted NCLB Title I students are invited.
2. Offer a flexible number of meeting times, such as morning or evening.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and implementation of NCLB Title I programs.

4. Provide participating student parents timely information about Title I programs, a description and explanation of the curriculum in use at the school, academic assessment forms used to measure student progress, and proficiency levels students are expected to meet.
5. If requested by parents, offer opportunities for regular parent meetings to formulate suggestions and to enable them to participate, as appropriate, in decisions relating to the their children's education; respond to suggestions as soon as possible.
6. In all cases, information about the involvement of parents in these planning and informational activities should be summarized in the SIPAAA.

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Section I-P. After School, Before School, and Summer School Programs

Part P - After School, Before School, and Summer School Programs

Describe how the district uses funds under Title I to support after school, before school, and summer school programs.

AFTER SCHOOL PROGRAMS

The mission of the Office of Extended Learning Opportunities is to ensure that there is a diverse offering of high quality programs available to Chicago Public Schools students that serve to enrich the development of the whole child outside of the regular school day. Various programs are funded through NCLB Title I funds.

Enrichment Academies are an opportunity to provide literacy and math instruction to a subset of middle tier students scoring between the 35th and 60th percentiles on the ISAT. Instruction takes place outside of the school day and/or on Saturdays. Instruction occurs in groupings of grades 3-4, 5-6, or 7-8. Instruction by single grade is available if there are enough students to fulfill the 1:20 ratio requirement. Students will receive approximately 32 hours of supplemental instruction for a 9 week program.

NCLB Title I schools can also support after school activities through participation in various programs. Programs are designed to provide students after school, Saturday, and intersession experiences in reading, math, science, and other core subjects.

SUMMER SCHOOL

Mandated Summer School Programs: Students in grades 3,6,& 8 receive services that consist of focused instruction in reading and mathematics. A six week, four-day program consists of intensive instruction designed for those students who do not meet minimum criteria for promotion. At the end of the summer, evaluation criteria are applied and successful students are promoted.

ELL Summer Program: This is a six week, four-day program for selected schools designed to help identified English Language Learners (ELL) students who are in need of intensive English as a Second Language instruction, reading, and math support.

Special Education Summer Program: Extended school year programs are also available to identified students with disabilities for additional instructional support in reading and math.

Step Up to 3rd Grade: This is an intensive summer literacy program created to enhance vital literacy skills and strategies. The five-week Step Up to the 3rd Grade literacy program will provide three hours of daily literacy instruction. This innovative program will directly target

Grade 2 students who are in the bottom quartile (25th percentile and below) of select high-level school retention schools.

Keep Kids Learning: This program is to increase the number of students involved in Year-Round schooling and provide summer programming as a reward and not punishment to students who would otherwise not be served. KKL provides summer academics and fine arts in a safe place for students who would not have these opportunities. Students will receive approximately 96 hours of instruction for a 6 week program.

Step Up to High School Programs: This is a transition program to help students get acclimated to high school. It is funded at high school sites that have incoming freshmen eligible for the program. Students must be 8th grade graduates and score between 12 and 13 in reading and/or 12 to 15 in math on the Explore test.

Graduation Pathway Program: The Office of High School Programs will focus summer school efforts to recover core subject-area credit for 9th-12th graders, with a concentration on 9th graders.

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Section IV-A Local Board Action

DATE APPROVED by School Board : 7/23/2008

A. ASSURANCES

1. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under NCLB Section 411(b)(2) of the National Education Statistics Act of 1994.
2. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
3. Provide technical assistance and support to schoolwide programs.
4. Work in consultation with schools as the schools develop the schools' plans pursuant to NCLB, Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to NCLB, Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
5. Fulfill such agency's school improvement responsibilities under NCLB, Section 1116, including taking actions under paragraphs (7) and (8) of NCLB, Section 1116(b).
6. Provide services to eligible children attending private elementary schools and secondary schools in accordance with NCLB, Section 1120, and timely and meaningful consultation with private school officials regarding such services.
7. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
8. In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under NCLB, Section 641A(a) of the Head Start Act.
9. Work in consultation with schools as the schools develop and implement their plans or activities under NCLB, Sections 1118 and 1119.

CITY OF CHICAGO SD 299

Section IV-A Local Board Action

10. Comply with the requirements of NCLB, Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
11. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
12. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under NCLB, Section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
13. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
14. Use the results of the student academic assessments required under NCLB, Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in NCLB, Section 1111(b)(3) within 12 years from the baseline year described in NCLB, Section 1111(b)(2)(E)(ii).
15. Ensure that the results from the academic assessments required under NCLB, Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
16. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with NCLB, Section 1111(b)(8)(D).
17. The district has a policy and procedure in place for the provision of public school choice.
18. The principal of each school operating a Targeted Assistance (NCLB, Section 1114) or Schoolwide Program (NCLB, Section 1115) shall annually attest in writing as to whether such school is in compliance with the requirements of NCLB, Section 1119, Qualifications for Teachers and Paraprofessionals. Copies of these attestations shall be maintained at the school and at the main office of the district and shall be available to any member of the general public on request.

CITY OF CHICAGO SD 299

Section IV-A Local Board Action

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

APPROVAL DATE OF BOARD

Yes The plan indicates the approval date of this plan.

TITLE I PLAN COMMENTS

The Title I District Plan is approved as written and no changes are requested.