
PART I: Narrative Description

A. Cover Page

1A. Bidder: Office of School Turnaround
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Chicago, IL 60603
Tel:
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1B. Parent

Company: Board of Education City of Chicago
125 S. Clark St
Chicago, IL 60605

2. Contact Person: Randel Josserand
312-480-6127

3. FEIN: 36-6005821

4. Region: Lead Partner – Region 1-A

5. Grades Pre-K through 12th

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B. Executive Summary

The Office of School Turnaround (OST) seeks to become an internal lead partner for school improvement interventions within Chicago Public Schools. OST will work under a Memorandum of Understanding for the Office of School Improvement (OSI), which governs all internal and external lead partners in the context of the four federal school improvement models (closure, restart, transformation, and turnaround). OST seeks to dramatically reform low-performing schools by addressing all of the federal criteria and building school-level capacity to sustain all efforts.

The Office of School Turnaround will leverage three years of highly successful work in leading the turnaround of elementary and high schools within the Chicago Public Schools. OST will act as a sister organization to the CPS Office of Transformation Support, concentrating efforts in the federal “turnaround” model. OST’s program for school turnaround will follow the research-based Chicago Public School’s Whole School Improvement Model, as detailed in the “School Reform Model” section of the Intervention Plan of this application.

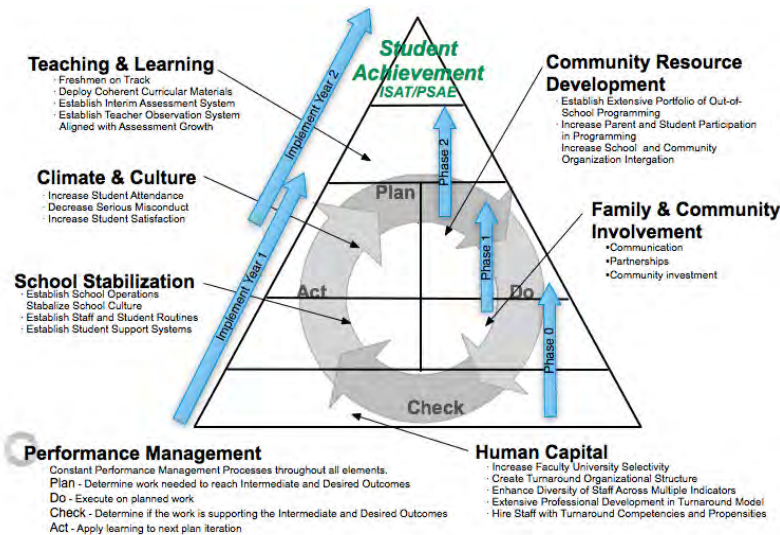
OST will operate according to the following four guidelines:

- Strategies that lead to successful school improvement are measurable and replicable
- Strategies that do not contribute to school improvement can be replaced or improved within the existing educational model
- The transformation or turnaround of a school is a project with measurable outcomes and a distinct beginning and end
- Every component of the school improvement model should be integrated into the appropriate governance framework

The Office of School Turnaround is a nationally-recognized leader for its experience implementing the turnaround Model in Chicago’s lowest-performing schools, being recognized as such by the United States Department of Education. Since 2008, OST has successfully

engaged in the turnaround two elementary schools and three high schools. The Turnaround Model offers dramatic but necessary change for schools that have been unable to make Adequate Yearly Progress through their own means. OST oversees the replacement of all teachers and staff in Turnaround schools following Illinois statute through reconstitution. The process begins with identifying and hiring a new principal. The CPS Whole School Improvement Model has six key components necessary to reverse the on-going trends within low-performing schools: Human Capital, School Stabilization, Family and Community Involvement, Climate and Culture, Community Resource Development, and Teaching and Learning.

Chicago Public School's Whole School Improvement Model



As an internal Lead Partner, the Office of School Turnaround will take responsibility for driving dramatic school improvement in some of CPS's lowest-performing schools.

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C. Service Area and Capacity

The Office of School Turnaround (OST) will serve Chicago Public Schools, Region I-A, towards the purpose of effecting dramatic and lasting improvements in Chicago's lowest-performing high schools. OST and OST operate under a Memorandum of Understanding with the CPS Office of School Improvement, which has the District's mandate to implement and/or oversee all four types of federal school improvement initiatives (Turnaround, Transformation, Re-Start, Closure) through a portfolio of internal and external lead partners. As an Internal Lead Partner the CPS Office of Transformation Support is limited to providing direct lead partner services to schools in the CPS District 299. The unit is, however, available to provide consultation to other districts across Illinois.

PART I: Narrative Description

D. Work Plan

1. Comprehensive Audit

i. Describe the process and measures that will be used to perform a comprehensive audit that carefully analyzes the LEA's and school's current programs, practices, and policies in order to assess the overall structure, curriculum, school climate, instruction, finances, program effectiveness, human capital, and governance of the system so as to address areas of need and plan for systemic change.

A school is given a “turnaround” designation by the Chicago Board of Education. Since the Office of School Turnaround will only be an eligible lead partner for CPS, Board policy regarding the process designating a school for “turnaround” will supersede a comprehensive audit of the existing school programs and structures. Because turnaround calls for the complete reconstitution of the school, should that designation be given to a school there is no need to closely evaluate existing programs and structures.

The Board constantly evaluates schools based on its performance policy to determine if a school action, including turnaround, is the most effective means of school improvement available after other models, including Transformation, have been considered. To qualify as a turnaround school, the school must meet criteria set by the Board, including:

- 1) 2008 PSAE Composite Score. According to the school's Prairie State Achievement Examination Composite Score, fewer than 10 percent of the students at the school met or exceeded state standards and fewer than 5 percent of the students at the school exceeded state standards.
- 2) According to the school's PSAE scores, fewer than 10 percent of the students at the school met or exceeded state standards in reading, mathematics, and science.
- 3) The school's three-year average ACT reading, mathematics, and science scores were less than 16% M/E.
- 4) On average fewer than 25 percent of the students at the school scored 5 or better on the WorkKeys assessment in reading and mathematics.
- 5) Fewer than 50 percent of students at the school made expected gains from the EXPLORE to the PLAN or the PLAN to the ACT.

If a school qualifies, based on the criteria set by the Board, the school can be considered for school action following guidelines set by the Board aligned to Illinois statute.

2. Community Involvement and Engagement

Describe how the applicant intends to develop and maintain meaningful partnerships with parents and the community; include any formal partnerships with community based organizations. Indicate how the applicant plans to integrate parents, the business community, community organizations, state and local officials, and other stakeholders in the reform process. Discuss how parents, guardians and family members will be engaged to establish and support a culture of high expectations, with a description of specific tactics and strategies. Finally, describe system-wide strategies that will be employed to listen and communicate with parents and the community members about expectations for student learning and goals for improvement.

Family and community engagement is a key component of the Chicago Public School's Whole School Improvement Model. The Family and Community Engagement unit of the Office of School Turnaround (OST) approaches relationships with parents and communities in an asset-based manner, continuously seeking the strengths of its schools' communities in order to directly benefit the school environment. The OST Family and Community Engagement model builds its work largely on the research of the Asset Based Community Development (ABCD) Institute located at Chicago's Northwestern University, an organization which also sees local assets as the primary building blocks of sustainable community development. By building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities for the future. The Family and Community Engagement unit is led by the Family and Community Engagement Manager, responsible for preparing and executing a comprehensive engagement strategy that emphasizes:

1. Communication: Establish regular, effective, two-way communication between school staff and families about expectations and student progress
2. Partnerships: Establish a framework for the school and community to share leadership and resources, including time, expertise, and facilities

3. Community investment: Increase community member awareness of the school as an integral part of the neighborhood and support for school improvement

Phase 0 Community and Family Engagement Implementation

CEO Recommendations School Action

- ✓ Gather general historical and current information about school and community
- ✓ Identify Community Issues Identify and Key Community Stakeholders

Public Hearing on Proposed School Action

- ✓ Gather and mobilize turnaround advocates and supporters.
- ✓ Create and Organize talking points
- ✓ Identify key parents & community stakeholders that can be leveraged to help shape and implement Phase 1 of the Turnaround Family and Community Involvement Strategy

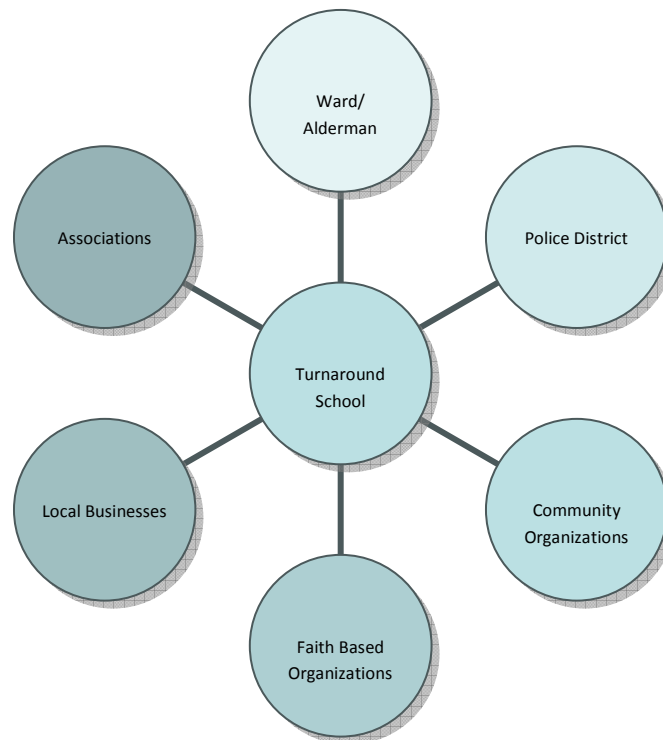
Board Approval of School Action

- Communication to parents
 - Letters (distributed by District Office),
 - Automated calls (school)
- Turnaround Introduction:
 - All-staff meeting
 - Student meetings
 - Parent and community meetings
- Coordinate Community Meeting Series
 - Monthly family and community forums, March through August, where turnaround personnel explain the turnaround process and model with Q&A component.

When a school is recommended for Turnaround, the Family and Community Engagement unit, in conjunction with other OST entities, coordinates a community analysis to gather information about the school and community, primary stakeholders and most pressing community issues in and outside of the school. OSI staff travel to the community's businesses, political leaders, religious institutions and community organizations to gather details of the various assets housed

at each institution as well as educate and inform stakeholders about the Turnaround model. As hearings take place, OST identifies and mobilizes advocates from the community to garner support for school improvement implementation.

Following the official board determination, parents are initially notified through letters disseminated by District office and phone calls generated by the school's auto-call system. OST then hosts a series of parent and community meetings to allow all stakeholders the opportunity to learn about the Turnaround process, as well as share ideas and strategies for partnering to achieve school success. Multiple school-based Turnaround events are coordinated around these efforts so parents and community advocates can witness first-hand how the schools operate, positively shifting their outlook on and perceptions of school/community relations. From March until August, monthly meetings are held at the school to update



stakeholders on the progress of the whole school implementation; continually develop strategies to strengthen partnerships; and mitigate any risks that arise through misinformation or miscommunication.

Turnaround School Identification & Engagement Timeline

Month	Activity	Accountability
Sep/Oct	School Identification for action	Chief Executive Officer
Sep/Oct	School Engagement to discuss current low performing status	Chief Administration Officer
Oct/Nov	School stakeholder identifications	Office of School Turnaround
Dec	CPS Decision on proposed action	Chief Executive Officer
Jan	Recommendations to Chicago Board of Education	Chief Executive Officer
Feb	Board Decision: Action approval or disapproval	Chicago Board of Education
Mar	Inform school administration, teachers and staff of action	CPS Human Resources
Mar	Engage Community Stakeholders, Interview New Staff, Operations Planning	Office of School Improvement
Apr/Aug	Family and Community Forums, Turnaround Tours, Interview/Hire New Staff, Operations Planning/Execution, Phase 0 Start Up Activities	Office of School Turnaround
Aug	Phase 0 Start Up Activities, New Staff Community Tours	Office of School Turnaround
Sep	School Start	Office of School Turnaround

Within the CPS Whole School Improvement Model, strategies are shaped at each school to fit its individual needs. At Fenger High School, a Ministers' Consortium was developed as a result of the presence, influence and support of the religious community in the surrounding neighborhood. An Anti-Violence Task Force was established at Harper (another Turnaround school); students, staff, and members of community organizations were among the volunteers. At Marshall (the most recent Turnaround school), *The Gathering for Justice* facilitated the integration of an ongoing community organizing strategy through relationship-building, research, community education, and establishing a volunteer base.

The Local School Council (LSC), Parent Advisory Committee (PAC), and Alumni Association at each school are fully engaged throughout the process. Following the CPS Board decision to reconstitute a school, the Community and Family Engagement Manager immediately secures time with these groups to learn contextual details about the school and school community; listen to the thoughts and suggestions from the parent perspective; and determine which strategies should be used to establish and continually communicate with parents.

Parent Communication Strategies

- Brochures
- Marquee
- Newsletters
- Parent committee meetings (BAC, PAC, LSC)
- Posters and other signage strategically placed throughout the building
- Report card pick-up (fall and spring)
- Robo-calling system
- School website
- Special parent meetings
- Student and parent handbook
- Student orientation
- Turnaround Tours

Family & Community Stakeholder Communication Strategies

- Alumni reunions
- Articulation meetings with feeder schools
- Brochures
- Committee meetings (BAC, PAC, LSC)
- Institutions of higher learning (including University of Chicago, The University of Illinois at Chicago, and National Louis University)
- Listening Sessions
- Marquee
- Meetings with faith-based organizations
- Newsletters
- Partnerships with local community organizations
- Robo-calling System
- School website
- Turnaround Tours

As the work grew from its initial efforts in 2008 at Harper High School to three high schools in 2010, OST prioritized the unit's expansion and in fall 2010, added the role of Community Connector at each high school, led by the Family and Community Engagement Manager.

Community Connectors are charged with the following ambitious goals:

- Initiating and leading a process of asset mapping, continuously discovering the resources represented by the Turnaround school's many community resources
- Cultivating and maintaining strategic community-school partnerships with residents, local institutions and community based businesses in the high school's community (including local police district).
- Working with the Local School Council and the Parent Advisory Council as a bridge between the school and various sectors of the community
- Creating opportunities for teachers, students and parents to partner with community groups and organizations in mutually beneficial activity
- Assisting the recruitment process of elementary and other high school students to the campus, promoting the Turnaround model's success throughout the community.
- Attending meetings on growth-issue related community issues as a representative of the Turnaround high school.
- Performing community-based research as needed to enhance community-school partnerships.
- Participating in or execute/plan special events for community members and students to enhance community-school partnerships (i.e. support at school events, coordinating organic community school-based events, attending student recruitment fairs).

Community Connectors build bridges between the schools and the numerous neighborhood associations/organizations to educate these entities on Turnaround and its efforts, securing

access to resources that schools can still harness after intensive Office of School Turnaround interventions are no longer needed. Increasing the self-sustaining capacity of a school and its local community is the ultimate goal of the work. By coupling a safe, high-functioning community environment with a safe high-functioning educational environment, Turnaround schools can help students access the same level of educational achievement as students in higher-performing schools.

3A. Prior Experience

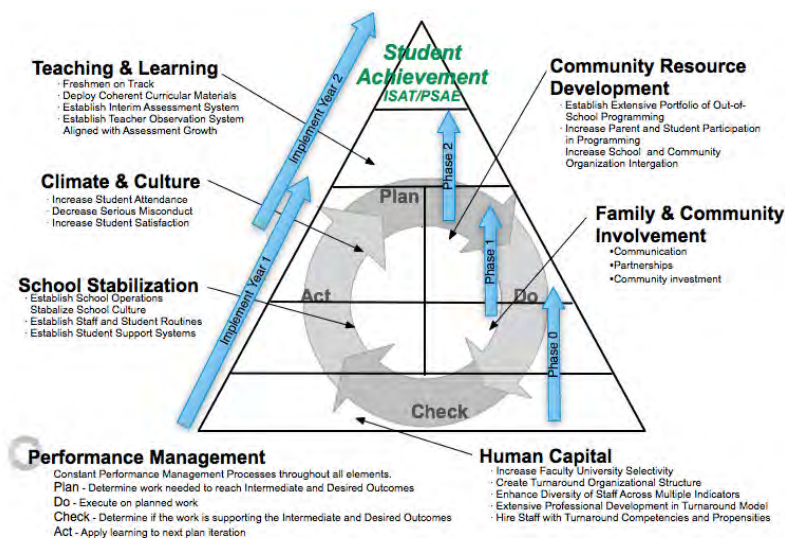
i. Describe the organization's prior experience with turning around and improving student achievement in low performing schools. Include the theory of action that guides and informs the organization's practice and specifically the strategies that have proven to be the most effective for stimulating rapid change.

The Chicago Public School's Office of School Turnaround

The Chicago Public School's Office of School Turnaround (OST) was established as an internal department in the district in 2008 to support the lowest performing schools in the District. The Office of School Turnaround is staffed with recognized school turnaround specialists, subject matter experts, and project managers who have considerable successful experience in their role. The OST works directly with the school to design, leverage, and coordinate all available programmatic, human capital, and financial resources into a comprehensive support strategy. The goal is to increase student achievement at schools that have historically performed poorly with the goal to quickly transform them into high achieving schools in a collaborative, systematic, and coherent manner. Through a defined project and performance management model OST will develop and implement a comprehensive plan that will maximize the coordination of District and school resources for the identified school. Plans are individualized based on the needs of each school as supported through detailed data analysis, but follow a standard framework outlined in the Chicago Public School Whole School Improvement Model. The framework outlines a clear method for the coordination of all resources and funds so that maximum benefit reaches each student. Often schools in failure report

a lack of such coordination, and collaborative decision-making and accountability between the school and OST allow for the development of a sustainable system. This system will leverage a short-term increased financial and resource infusion into the school to build local school capacity toward long-term sustainable model, only relying on funds and resources provided to all schools in general support once the initial capacity building stage is complete. From 2008 to the present, the Office has successfully managed the turnaround of two elementary schools, three high schools, and one achievement academy rated as among the lowest performing schools in the District. As stated, the theory of action that has guided these efforts is centered on implementation of the comprehensive research-based reform model, the CPS Whole School Improvement Model. This model is detailed in Section 3B and the Appendix of this application.

The CPS Whole School Improvement Model (CPS/WSIM)



ii. Provide specific examples, which can be substantiated with data, demonstrating successful and effective work with academically underperforming LEAs and schools and provide evidence of ability to implement rapid and dramatic improvement in schools. Include student achievement data if available. Also include contextual information for each example.

Previous Turnaround Experience

As stated the Office of School Turnaround was initiated in 2008 to support schools that were identified by the Chicago Board of Education as among the lowest performing schools in the district and requiring reconstitution under a turnaround model. The following schools have been supported by OST, beginning in the year designated:

- Langford (Copernicus) Elementary School (2008-09)
- Fulton Elementary School (2008-09)
- Harper High School (2008-09)
- Fenger Achievement Academy (2009-10)
- Fenger High School (2009-10)
- Marshall High School (2010-11)

All leading indicators and Key Performance Indicators (KPIs) have shown very positive trends.

At the elementary level, both schools have shown dramatic improvements in student attendance. Langford and Fulton elementary schools showed among the highest growth in attendance among CPS elementary schools. Prior to turnaround, both schools had unacceptable levels of student attendance below eighty-three percent. In 2009-10 both schools recorded student attendance near ninety-five percent. Serious student discipline incidents nearly disappeared at Langford Elementary, with only five reported incidents in 2009-10. Fulton has shown similar results with a 74% reduction. On the ISAT, in 2009-10 both Langford and Fulton showed among the highest improvement in Meet/Exceed expectations of any District elementary with both recording over a ten percentage point increase. The Appendix of this

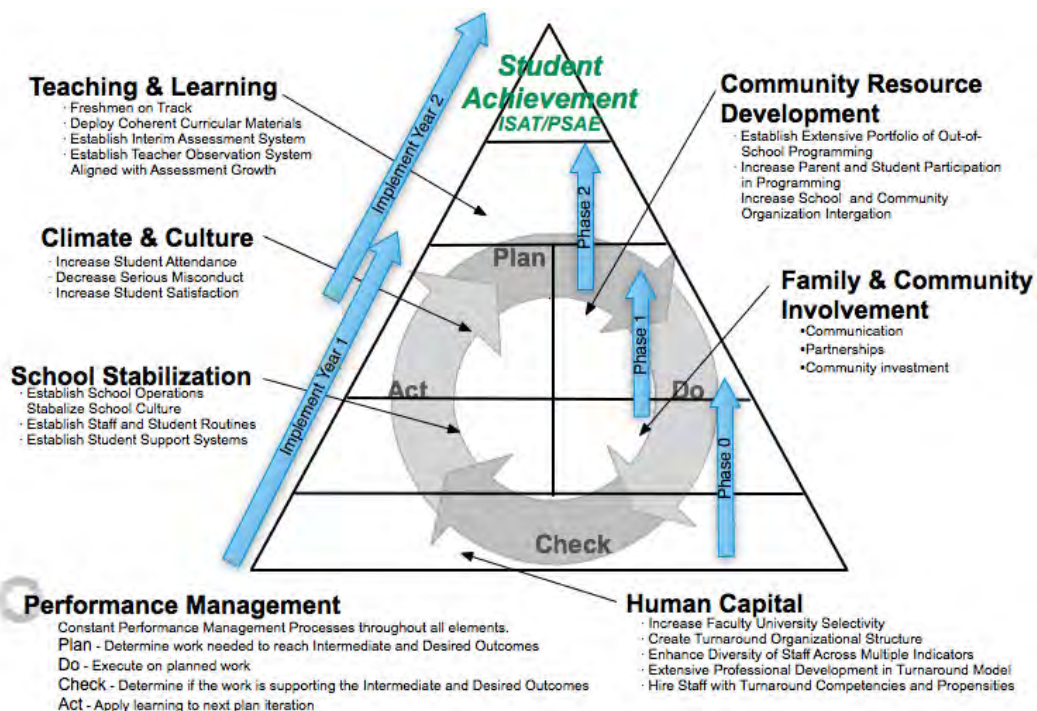
application contains a graph that fully outlines the growth of both Langford and Fulton on all Key Performance Indicators.

3B. School Reform Model

i. Describe the organization’s framework/model for turnaround low performing schools. Include information related to governance and management, instructional design, staffing, professional development, and student supports. Explain the research base connected to this model and the conditions necessary to ensure the greatest likelihood of improving student outcomes.

The CPS Whole School Improvement Model (CPS/WSIM)

The CPS/WSIM is the backbone of the program originally supported through the CPS Office of School Turnaround and was developed through a two-year collaborative effort after an exhaustive review of research in collaboration with national thought leaders and local subject matter experts. Although the Model has a fully documented basis in research, it has been the analysis and modifications to the Model made through three years of implementation on the ground that has helped shape and define the current version. Each aspect of the model is fully detailed in research-based “white papers”, manuals, and implementation project plans. A detailed explanation of the model is outlined in the Appendix of this application.



CPS Whole School Model Development and Enhancement

The CPS Whole School Improvement Model (CPSWSIM) has followed a systematic development process. First developed in 2008 by the CPS Office of School Turnaround, ownership the Model was passed to the CPS Office of School Improvement in 2010. The original development of each component of the Model and subsequent yearly enhancements have followed the same development process, as outlined below:

Create Process

The **create process** step includes building all the elements of the new or changed model component. During this phase a principal author will be assigned to develop appropriate documentation to detail the component. This documentation follows a set development protocol and format. If the component requires a significant level of input and/or documentation during development, the component will be assigned to a project manager to manage the development process. All necessary support documentation and artifacts will be fully developed.

Internal Review

OSI Innovation and Productization group managers review the new or enhanced component. If appropriate, feedback should be incorporated into the element before promoted to the OSI Leadership Team for a final determination of advancement of the component to the next step. At this step, the element can be promoted for stakeholder review, modified for further review or rejected. The OSI leadership team will make this determination in a consensus approach involving the entire OSI leadership team.

Internal Subject Matter Expert Review

Upon OSI leadership approval of the new or changed element, internal subject matter experts will then review and provide appropriate feedback that may be included in the element. This step will leverage the combined expertise of the subject matter experts from the current turnaround schools. Based on the outcome of the stakeholder review, the element can be:

- Promoted to Thought Leader / Partner Review
- Returned to the create process step (if recommendations for significant changes are requested)

Partner/Thought Leader Review

Recognized national thought leaders and partner organizations are involved in the component development process. If appropriate, feedback should be incorporated into the element. Based on the outcome of the stakeholder review the element can be:

- Promoted for OSI Management Team Review (for standard model changes/updates)
- Returned to the create process step (if significant changes are requested).

OSI Management Team review

The OSI Management Team will review all proposed components. Based on the outcome, the element can be:

- Approved for inclusion in the CPS Whole School Improvement Model
- Promoted for Chief Educational Officer (CEdO) review (if the OSI Officer deems it appropriate). The CEdO may designate another individual / department head as they deem appropriate to complete this step.
- Returned to the create process step (if the OSI Management Team requires significant changes)

Model Inclusion

The component will be included into the CPS Whole School Improvement Model.

Promotion

As components are incorporated into the model, there will be an appropriate communication plan developed to promote the changes/additions as appropriate.

CPS Whole School Improvement Model Implementation

It takes a full two years to coordinate implementation of all of the various Model components to be high functioning, so the work is accomplished in “phases”. Phase 0 begins once the school is identified, usually in March prior to start of the first school year of Turnaround implementation, with the foundational needs of the process put into place during the incubation period (March – August). Phase 0 then continues through the first semester of the academic year (September – December) as the school environment and functions are stabilized. Frequent, intensive programs are put in place to support school climate and culture, which remain during Phase 1 (the second semester of the first year of transformation), concentrating on fully stabilizing the learning environment.

During Phase 2, which constitutes the entire second academic year, all teaching and learning supports are fully implemented and normed. Significant improvements in student achievement are expected during the second year in elementary schools and the third year of implementation for high schools. Phase 3 continues for one or two additional years in elementary schools and three years in high schools. As such, full implementation of Phase 0 through Phase 3 will take two/three years in a transformation elementary school and three years in a transformation high school. It is anticipated that at the end of Phase 3 the school is returned, in a systematic draw-back, to general district supports as a highly functioning healthy school able to sustain high achievement without extensive additional supports.

Building the capacity of the school and slowly withdrawing supports as elements of the school become “healthy and highly functioning” is the key of the Model. At the conclusion of Phase 3, the school will be fully restored as a high performing school operating with standard supports.

There are a series of “white papers” that cover components of the CPS Whole School Improvement Model in more depth. Each component of the model also has detailed documentation and manuals to fully support implementation. CPS believes that unless the CPS/WSIM is given high priority, low-achieving high schools will not be successful in improving student achievement. As such, CPS designed the first phase of the model with replication to schools, school districts, and other educational organizations as a key goal area. The Office of School Improvement’s Innovation & Productization group is responsible for systematizing and delivering a final package that will ultimately enable CPS to expand the implementation of the CPS/WSIM across the district, and to offer the model’s intervention packages to districts across the nation that might be interested in replicating its efforts. To guide project replication, the group is finalizing a set of formalized intervention packages complete with operations manuals

and training modules .CPS is committed to providing the resources necessary to implement and fully test the CPS/WSIM over the next three years and to sustain this work after federal funding for the project ends, including in-kind support from its senior leadership, including the OSI, project partner, and external support from foundations. Currently, OSI's operating budget allows it to carry out the work of developing, testing, and implementing interventions, and the District is fully committed to continuing implementation work.

ii. Explain the organization's approach for working with district superintendents and central office staff to improve district policies and practices; include, if available, actual examples of successful engagements with central offices.

The Chicago Public School's Office of School Turnaround (OST) was established as an internal department in the district in 2008 to support the lowest performing schools in the District. The Office of Transformation Support was established in 2010 as a sister organization. Through a defined project and performance management model OTS will develop and implement a comprehensive plan that will maximize the coordination of District and school resources for the identified school. As an entity of Chicago Public Schools, the Office of Transformation Support will follow all rules and regulations set by the Board.

iii. Briefly describe your organization's proposed activities in the school and district during the first six months.

School Stabilization
<p>School Turnaround Roadmap</p> <ul style="list-style-type: none"> ▪ School Diagnostic / Needs Assessment ▪ Standard School Turnaround Project Roadmap ▪ School Organizational Structure ▪ Changes in Policies / Procedures

Human Capital
<p>Personnel Recruitment, Identification & Selection</p> <ul style="list-style-type: none"> ▪ Recruitment* (The New Teacher Project) ▪ Hiring / Interview Process ▪ On-Boarding
<p>Human Capital Development</p> <ul style="list-style-type: none"> ▪ Career Pathways Procedures ▪ Job Embedded Professional Development
<p>Leadership Development Program</p> <ul style="list-style-type: none"> ▪ Human Capital Leadership Development and School Capacity Building / Strategic Management
<p>Human Capital Policies and Procedures</p> <ul style="list-style-type: none"> ▪ Exit Interview ▪ Policy and Procedures Review, Development & Alignment ▪ 360 Evaluation Procedure
<p>Climate Surveys and Focus Groups</p> <ul style="list-style-type: none"> ▪ Staff Climate Survey ▪ Staff 360 Evaluation ▪ Staff Focus Group Procedure

Family & Community Involvement
<p>Needs Assessment</p> <ul style="list-style-type: none"> ▪ Community & Political Asset Mapping Procedure ▪ Community Needs Assessment ▪ Student Needs Assessment ▪ Staff Needs Assessment
<p>Family & Community Engagement</p> <ul style="list-style-type: none"> ▪ Family Informational Events ▪ Steering Committee
<p>Marketing</p> <ul style="list-style-type: none"> ▪ School Marketing Toolkit - Procedures

Climate and Culture
<p>Discipline & Restorative Justice</p> <ul style="list-style-type: none"> ▪ Well Managed School* (Boy's Town) ▪ PBIS ▪ UMOJA ▪ Dean Roles and Routines ▪ Peer Jury ▪ In-School Personal Development ▪ Before / After School Personal Development ▪ Suspension Re-entry Procedure ▪ VERIFY student Logger
<p>Counseling Center Office</p> <ul style="list-style-type: none"> ▪ Care Team ▪ Community Resource Selection & Integration Procedure ▪ Student Advisory / Guidance Program ▪ Post-Secondary Preparation ▪ Student Trauma (Children's Memorial) ▪ School-wide Crisis Management & Intervention ▪ VERIFY Student Logger
<p>School Safety & Security</p> <ul style="list-style-type: none"> ▪ Safe Passage Procedures ▪ Student Arrival & Dismissal ▪ Well Managed School Support (Security) ▪ Student Misconduct Support (Security)

Student Involvement, Incentives & Competitions <ul style="list-style-type: none">▪ Student Council▪ Student Events & Celebrations▪ Student Incentives and Competitions▪ “Splash” & Marketing Campaigns▪ Student Advisory Program
Climate Surveys and Focus Groups <ul style="list-style-type: none">▪ Student Climate Survey▪ Student Focus Group Procedure

Community Resource Integration
Community Resource Needs Assessment <ul style="list-style-type: none">▪ Community Asset Mapping Procedure▪ School Asset Mapping Procedure▪ Community Needs Assessment▪ Student Needs Assessment▪ Staff Needs Assessment
Community Resource Integration <ul style="list-style-type: none">▪ Procedures to identify, contract, and manage community resource identification into a school▪ Community School
Extended School Programming <ul style="list-style-type: none">▪ Supplemental Educational Services (SES) Procedures▪ Community Resource Program Management Toolkit- Procedures

Teaching & Learning
Curriculum Mapping <ul style="list-style-type: none">▪ Backward Design▪ Procedures to Map Curriculum up to Common Core Standards and link to Instructional Strategies

<ul style="list-style-type: none"> ▪ Curriculum Material Selection Procedure ▪ Career Pathways
<p>Curriculum Mastery / On-track to Graduation</p> <ul style="list-style-type: none"> ▪ Re-teaching Process Procedures ▪ Student On-Track Program Procedures
<p>Interim Assessments</p> <ul style="list-style-type: none"> ▪ EPAS ▪ Interim Assessments (Aligned to College Readiness Standards) ▪ Interim Assessment Selection and Alignment Procedures ▪ Common Course Unit Assessments
<p>Off-Track to Graduate / Credit Recovery / Supplemental Student Support Programs</p> <ul style="list-style-type: none"> ▪ Student Graduation Plans / Procedures ▪ Student Acceleration Lab ▪ 0 & 9th Period ▪ Night School ▪ Supplemental Reading Support Program <ul style="list-style-type: none"> ▪ Read 180* ▪ Reading Across the Curriculum ▪ Supplemental Math Support Program
<p>Teaching & Learning Support Organization & Structures</p> <ul style="list-style-type: none"> ▪ Instructional Leadership Team Procedures ▪ Grade Level Team Procedures ▪ Departmental Team Procedures
<p>Student Scheduling</p> <ul style="list-style-type: none"> ▪ Block Schedule ▪ Course Sequence Establishment Procedure ▪ Transcript Evaluation / Course Selection / Graduation Pathway Contract Procedures ▪ Student Enrollment Center Procedures ▪ Common Department Planning Time
<p>Special Needs Populations Programming</p> <ul style="list-style-type: none"> ▪ State Compliance System Development Procedure ▪ Least Restorative Environment System Development Procedure

A Project Management Team from the Office of Transformation Support is on the ground in each identified school to ensure all components of the model are implemented and integrated

successfully into the school through a comprehensive project management approach. The team will manage all risks to implementation. The model, as a whole, is then implemented into each newly identified turnaround school using a defined project management approach. Transformation schools will only implement portions of the model, based on an identified need analysis of the school prior to transformation. It would not make sense to replace school components that are functioning at a high level, so areas matching CPS/WSIM components that are high functioning will not be implemented. Implementation and OTS support teams will support each turnaround school. During Phase 0, Phase 1 and Phase 2 of the implementation, the implementation and support teams will follow prescribed project plans to implement each component of the CPS Whole School Improvement Model. Those same teams, working in concert with building leadership, will develop and implement project plans designed specifically to meet building needs.

All of the components of the CPS School Improvement Model will be combined into a full School Improvement project plan with OTS operating as a consultant / project manager to the receiving school. This approach allows for project progress reporting on a per school basis as well as multi-school progress aggregation (a project portfolio view). In addition to reporting on a per school or project portfolio basis reporting also will be done on an element-by-element basis. For example, if element X is being used in five different projects but has an internal process bottleneck (such as all items flow through an unresponsive department), then this internal bottleneck can be discovered and addressed directly at the element level.

A Performance Management Team functions to ensure that all policies and procedures are implemented with fidelity, promoting an accelerated trajectory toward success. The transparent sharing of data emphasized throughout the Office of Transformation Support's engagement with

a school, and is largely managed through weekly Performance Management sessions, where data is collected, analyzed and presented to school teams for the purpose of reviewing successful practices and modifying/removing less successful strategies.

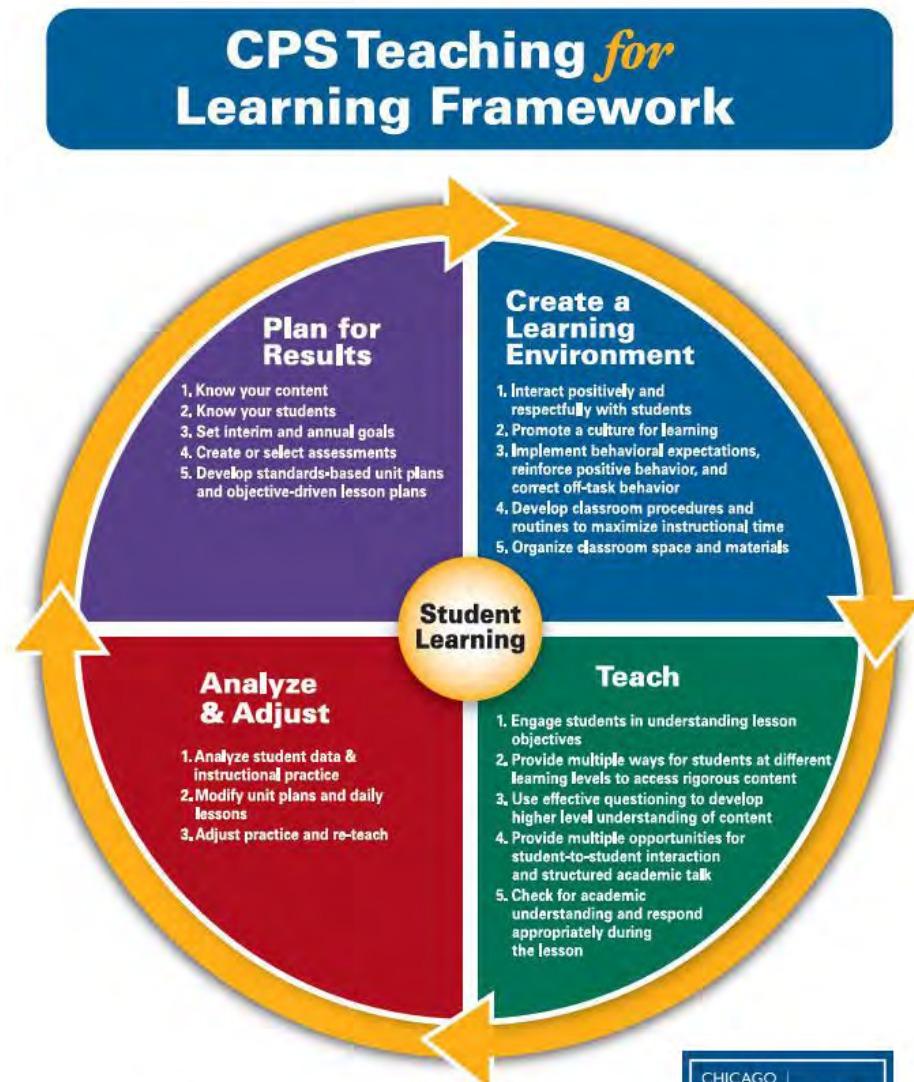
The Office of Transformation Support will infuse a number of new programs into the school, along with staff to fully support full implementation of the CPS Whole School Improvement Model. Those supports are individualized, based on the identified needs of the school

Turning around schools that, in many cases, have been in failure for more than a decade, takes considerable effort and resources. It is anticipated that only after the second year will significant student achievement gains be made. As a result of the intensive work, personnel and funds required to successfully implement the CPS/WSIM, the Office of School Turnaround support capacity limit is no more than eight (8) new schools in any one academic year.

3C. Educational Program

i. Describe the proposed curriculum and assessment program, detailing clear expectations for student learning. Description should address grade span and how the applicant will ensure equity and access for all students including, but not limited to, students with disabilities, English language learners, and students in at risk situations (e.g. low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues)

The Office of School Turnaround (OST) leverages supporting partners to implement the educational program strategy as outlined in the Chicago Public Schools Whole School Improvement Model. The OST Teaching and Learning strategy is implemented by the Office of



School Improvement (OSI) to ensure uniformity and fidelity of implementation across all lead partners that do not have a defined and independent teaching and learning strategy. The Office of School Turnaround manages the implementation project plan. This teaching and learning strategy is based on the newly developed CPS Teaching for Learning Framework which emphasizing four areas: Plan for Results, Create a Learning Environment, Teach and Analyze & Adjust.

OSI has taken a district lead to develop this teaching and learning strategy to drive teacher practices that address student skills acquisition as well as provide ongoing student performance data for immediate lesson content adjustments. To implement curriculum mapping, Backwards Design unit plans are informed by College Readiness Standards (CRS) aligned to the Common Core Standards. The OSI teaching and learning strategy provides a standard framework for in each curriculum core, while relying on staff working in collaborative teams to develop details and best practices. While the CRS are closely aligned to the assessments and are used to develop the pace of the courses, they are only a snapshot of the domain knowledge. A series of course teams made-up of teachers, instructional coaches, and administrators must decide on the scaffolding and prerequisites to allow all students to access the concepts.

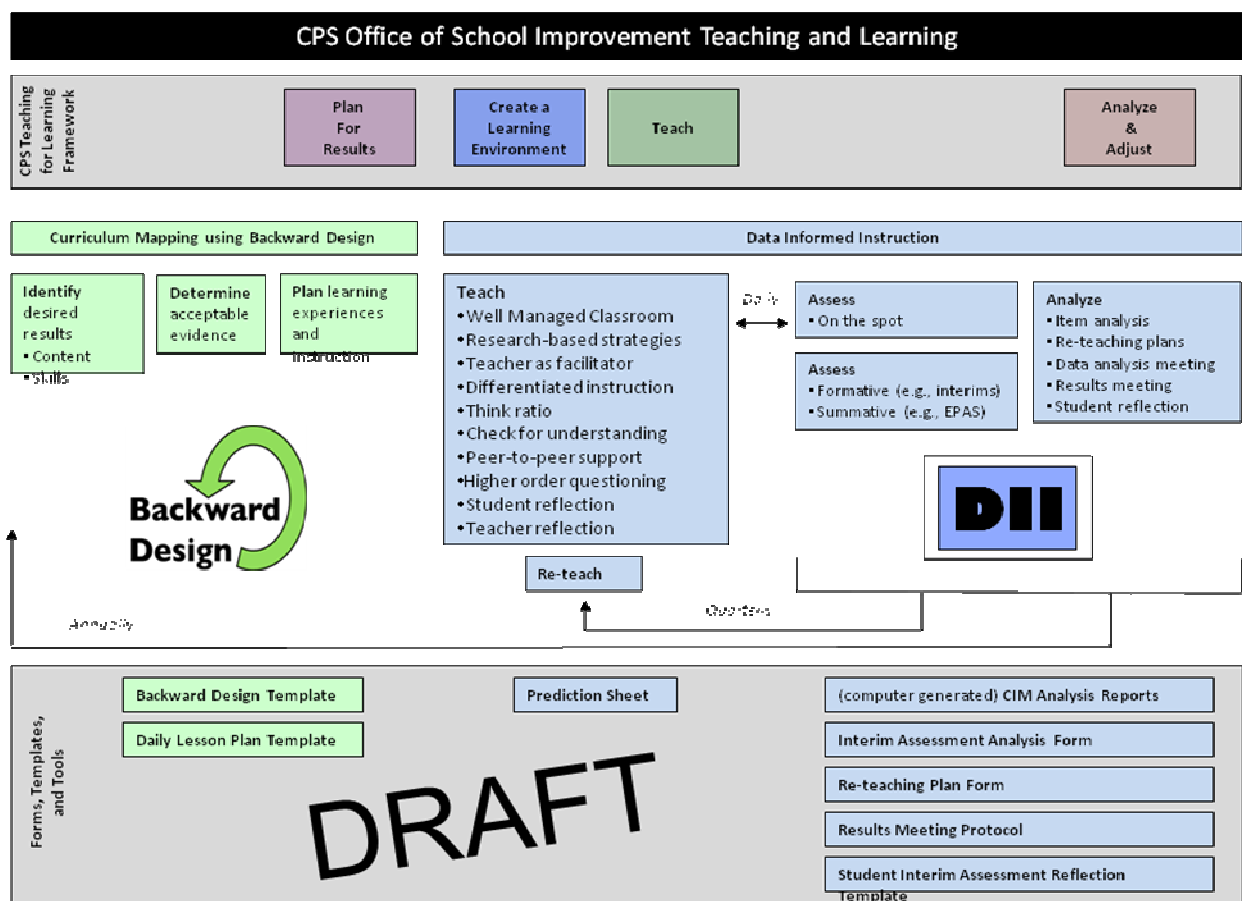
To “Plan for Results”, OSI focuses on three planning practices:

- Identify desired student results
- Determine acceptable evidence of student mastery
- Plan student learning experiences and instruction

Backward Design is a curriculum development model developed by Wiggins and McTighe in 1989. Backward design is a method of designing curriculum by setting goals before choosing activities or content to teach. The idea is to teach towards those goals, which ensures that the content taught remains focused and organized, promoting a better understanding for students.

Wiggins and McTighe insist a lot on enduring understandings and that go beyond simple facts and skills to include larger concepts, principles or processes. The benefit of the Backward

Design Model is that teachers are led to be extremely specific about students' expected skills acquisition at the onset of lesson planning, which helps to eliminate unnecessary filler-instruction that deviates from the unit goals. OSI Teaching and Learning Specialists, the Assistant Principal for Curriculum and Instruction and school-based academic department chairs help teachers interpret data and develop plans through ongoing consultation, formal and informal feedback, and grade level team meeting participation. Re-teaching plans requires that teachers drill down into data to guide changes to the core course curriculum. OSI has additionally developed template tools to support effective implementation. The draft visual below details the process by which the District Teaching for Learning Framework informs OSI's Backward Design and Data Informed Instruction practices.



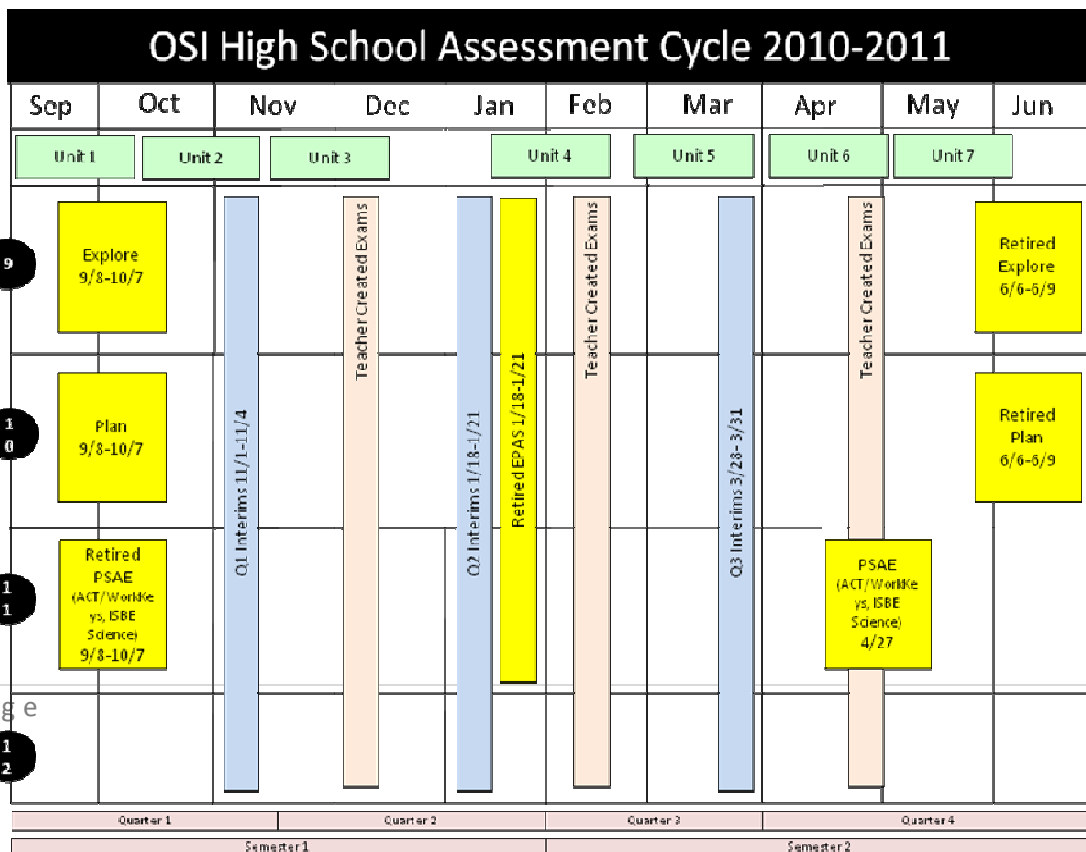
Data Informed Instruction (DII) commits teachers to utilizing quantitative student assessment data to drive daily, quarterly and annual curriculum implementation. In response to the District's Teaching for Learning Framework, OSI's Data Informed Instruction practices focus on 10 teacher emphases:

- Well Managed Classroom
- Research-based strategies
- Teacher as facilitator
- Differentiated instruction
- Think ratio
- Check for understanding
- Peer-to-peer support
- Higher order questioning
- Student reflection
- Teacher reflection

To support these criteria for comprehensive and effective instruction, the Data Informed Instruction framework is implemented in five stages:

1. **Plan.** Teachers utilize retired EPAS exams to coordinate interim assessments. Interim assessments reflect OST's commitment to gathering frequent data on student performance to intervene immediately, concentrating instruction efforts where they are most needed. Teachers study interim assessments carefully, designing unit plans, curriculum and assessments that match the rigor students will experience on exams.
2. **Teach.** After careful and intensive planning, teachers implement the unit plans and lessons designed with the assessment in mind. To be clear, Data Informed Instruction is not "teaching to the test"; instead, it allows teachers to determine how the desired skills are addressed in high-stakes exam questions, having the foreknowledge to tailor instruction to student skill deficits.

3. **Predict.** Utilizing the DII Prediction Sheet, teachers are asked to predict how they feel students will perform on the interim assessment. Implementing this stage 3 weeks before the assessment allows time to identify untaught skills and address student misunderstandings.
4. **Assess.** The “assessment suite”, outlined annually in the visual below, is a series of tools employed on an annual basis to assess student skills acquisition based on the College Readiness Standards and WorkKeys. The OSI High School assessment suite was designed to gain detailed long- and short term feedback on student growth. For several years, Chicago Public Schools (CPS) has administered Educational Planning and Assessment System (EPAS) assessments to all high school students in grades 9-11. CPS uses an assessment suite made up of the EXPLORE (given to 8th and 9th graders), PLAN (given to 10th graders), and the ACT (given to 11th graders), known collectively as EPAS. The ACT WorkKeys has been given to 11th grade students annually.



5. **Analyze.** To bring the assessment process full circle, a deep dive into the assessment results provide the critical feedback for teachers to determine how to modify teaching practices *now*. The Curriculum and Instruction Management (CIM) is a component of the CPS Instructional Management Program and Academic Communications Tool (IMPACT). Assessment data is uploaded to CIM within 48 hours following an assessment, and teachers are expected to immediately review student performance to. CIM offers information in a user-friendly way, succinctly summarizing student results by skill strand.

This system is promoted by OST to help teachers to self-assess their level of instruction and make informed assumptions about the students' ability levels. Because interim assessment questions are coded according to the associated College Readiness Standard, the results provide teachers with an immediate look at what students are struggling with *now*, versus waiting until the end of the school year to aggregate data for changes to the following school year's curriculum modifications.

Teaching and Learning Governance

The Teaching and Learning Governance Committee, led by the Teaching and Learning Manager employed by the Office of School Turnaround, create policies on teaching and learning in all turnaround schools. This leadership group acts as a governance group for all turnaround schools with the Office of School Turnaround as lead partner. Each high school Turnaround Assistant Principal for Curriculum and Instruction is a member and contributes to these bi-weekly meetings, offering expertise from the field and practical context as evidence. Generated policies and practices respond to new research, school performance data and formal feedback in a 360 communication loop between the lead partner and each turnaround school.

Teaching and Learning Response to Intervention (Rtl) Strategy

To address the needs of all students, the Teaching and Learning strategies are implemented according to a Response to Intervention (RtI) model based on three progressive “tiers” of support. At Tier I, the Curriculum and Instruction school teams strengthen the core curriculum through interim assessments. This quantitative data informs which skills should be re-taught and how teaching practices may need to change. If altered efforts still do not produce appropriate student skills acquisition, Tier II interventions are considered. Students are may be referred for short-term reading and math interventions through Acceleration Labs, small group settings where students gain instructor support to master components of the curriculum where individual students need additional support. Students who lack credits to graduate can also complete individual computer-based lessons to earn credit toward graduation through the Acceleration Lab.

The Office of School Turnaround has prevention and first-time dropout recovery options for students with varying levels of credit deficiency. Students who are on pace for graduation are promoted, while students who are slightly to severely off track are offered a variety of options:

Age	On Pace	0.5 - 1.5 Credits Off Pace	1.5 - 3.0 Credits Off Pace	3.0 to 6.0 Credits Off Pace	Dropout
15	Promotion	Traditional Credit Recovery	Prevention, Acceleration Institute for 4-year Graduation	Intervention: Acceleration Institute for 5-year graduation	Re-entry: Acceleration Institute for Re-enrollment in High School
16	Promotion	Traditional Credit Recovery	Prevention, Acceleration Institute for 4-year Graduation	Intervention: Acceleration Institute for 5-year graduation	Re-entry: Acceleration Institute for Re-enrollment in High School
17	Promotion	Traditional Credit Recovery	Prevention, Acceleration Institute for 4-year	Intervention: Acceleration Institute for 5-year graduation	Alternative School-Insufficient Capacity to Meet Demand

			Graduation		
18	Promotion	Traditional Credit Recovery	Acceleration Institute for 5-year Graduation	Intervention: Acceleration Institute for 5-year Graduation	Alternative School-Insufficient Capacity to Meet Demand

For significantly off-track students, (Tier III) **the Pathways to Accelerated Student Success (PASS)** program provides an alternative pathway to high school graduation that accommodates afternoon/evening schedules and provides intensive social emotional support in a school within a school setting. This graduation pathway includes weekly progress monitoring. Tier III academic interventions may also include transferring the student to a different academic setting in which the student will be more successful.

As a dropout prevention strategy, including the need for dropout re-entry and retention plans, the CPS Office of School Turnaround submitted and received approval from the DOE to implement the **Pathways to Accelerated Student Success (PASS)** program at Marshall (turnaround) and Harper (turnaround) High Schools scheduled to begin in the summer 2011, with small-scale implementation currently in progress. The intent is to fully develop a program, through this pilot initiative, that will be utilized in all turnaround schools in the District. The 5-year PASS program represents the District’s commitment to meeting the pressing need for support in CPS high schools, where the event dropout rate averages 9.7% and the five-year cohort averages 42.5%. Targeted high schools for this intervention have dropout rates among the highest in the district.

The purpose of the PASS program is to provide a comprehensive and integrated system of interventions and supports in four basic domains: identification and diagnosis; effective and relevant instruction; behavioral interventions and social supports; and student, family and community involvement. PASS will have achieved success when:

1. Dropout rates at target schools decrease by addressing academic and nonacademic risk factors for students who are under credited by one year or less.
 - a. Objectives include:
 - i. Identification of all eligible students and enrollment of these students into the academic supports program
 - ii. Ensuring that all enrolled students receive the necessary social-emotional supports
 - iii. Significantly decreasing the number of students who drop out at target schools
2. Students who have recently dropped out and who are under-credited by one year or less will be re-engaged and supported.
 - a. Objectives include:
 - i. Identification of all students who drop out each year
 - ii. Establishing communication with at minimum 60% of recent dropouts; enrollment of 50% of recent dropouts in year one, numbers increasing 5% each year; and an 80% completion rate each year for students who enroll in the re-entry program.

School based Grade-level Teams, focused on students, are utilized to link students to appropriate resources across all levels. It are these groups within each school that develop intervention plans for students and place them in the appropriate Tier I, Tier II, and Tier III academic supports. Grade Level Teams foster a Professional Learning Community (PLC) style environment in which teachers work together in a problem-solving process to clarify essential student outcomes, gather timely evidence regarding student learning, and collaborate with one another to identify ways to address student areas for development and further develop student strengths. It is here that school staff executes on many Teaching and Learning Governance Committee policy decisions and intervention strategies.

Educational Planning and Assessment System (EPAS)

The percent of students meeting state standards in Turnaround schools have historically been in the single digits. In an average Turnaround school, only 2-3 students per 100 can read and do math at a level that meets state standards, based on the ACT and Prairie State Achievement

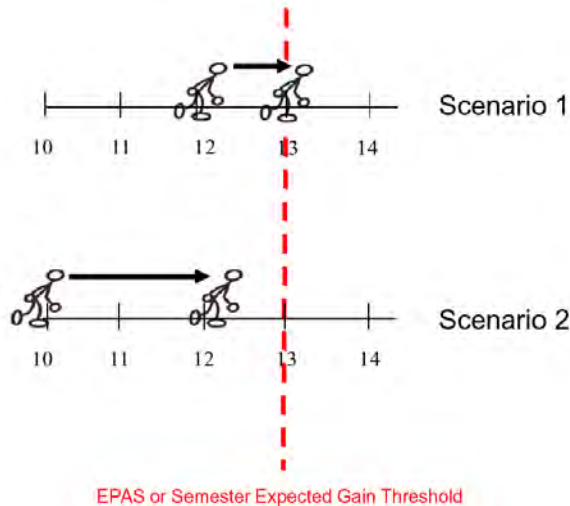
Exam (PSAE). Academic growth as measured by EPAS and WorkKeys has also been at extremely low levels for years. While a priority focus on EPAS tests may seem less productive in some school settings, Turnaround schools utilize EPAS tests as springboards to catch students up on these skills quickly as a formative focal point for instructional staff. The urgency to immediately boost Turnaround students' academic performance, based on historically low levels of achievement, explains why EPAS/WorkKeys growth is a point of particular focus that drives most decisions in the Office of School Turnaround's Teaching and Learning strategies. Teachers are the backbone of the strategy to improve student achievement, and considerable emphasis is placed on supporting teachers through professional development and empowerment. OST will also place ownership for student learning on instructional staff by attaching an analysis of student growth on EPAS to individual teachers.

In addition to attributing an average EPAS growth rate to instructional staff, OST seeks to identify the overall percentage of students who make Semester Expected Gains (by semester) and EPAS Expected Gains (by year) by teachers over time. This is important because overall growth without any context is difficult to use as a metric to improve practice. Students have 'precious little time' in our learning environments and there has to be an expectation that they will make haste in acquiring EPAS skills. The expected gains are a way to give us an idea of how quickly students are acquiring skills and to see if early indicators show that the school will meet its ambitious annual EPAS goals.

At the end of each semester, two metrics will be generated for teachers: 1) EPAS Growth Average for the students taught that semester and 2) Percentage of Students Meeting Semester Expected Gains for the students taught that semester. Teachers responsible for growth on the WorkKeys will have one metric generated that will summarize WorkKeys Growth Average and teachers responsible for the Read 180 program will have one metric generated that will summarize Scholastic Reading Inventory (SRI) Growth Average for the students taught that

semester. The EPAS/WorkKeys/SRI Growth Average metrics are derived using a simple-growth model and the Percentage of Students Meeting Semester Expected Gains is derived using a growth-threshold model. The former helps teachers understand how they are doing with overall growth while the latter helps teachers discern if they are staying on pace to help students “beat the odds” with growth that will keep pace with ambitious year-end goals. The diagram below features two scenarios that help sort out the difference between simple-growth and growth-threshold.

Both a Simple-Growth and a Growth-Threshold Model



- Growth in Scenario 1 was smaller, but the student crossed his/her Expected Gain threshold. This “crossing of the threshold” benefits the teacher in the % Meeting Semester Expected Gains metric.
- Growth in Scenario 2 was greater, but the student did not cross his/her Semester Expected Gain threshold. However, the growth benefits the teacher in the EPAS Growth Average metric.
- This methodology is *both* a simple-growth model *and* a growth threshold model.

ii. Describe how the applicant will coordinate and ensure ready access to instructional technology, information and media services, and materials necessary for effective instruction.

The Office of School Improvement Performance Management team offers its expertise to the Office of School Turnaround by providing data management and analysis services to schools being served by various internal and external lead partners in eight areas:

1. ACT
2. Attendance
3. Community Satisfaction
4. Graduation
5. Post-Secondary
6. State Science Exam
7. Student Misconduct
8. WorkKeys

Additionally, the Performance Management team supports the schools by liaising with District ITS providers for questions, issues and updates related to streamlining ease of system use.

The primary CPS tool for housing student data is the Instructional Management Program and Academic Communications Tool (IMPACT), a Web-based solution with four components to meet the District's various needs for storing and tracking student data; monitoring all students, including children with special needs; and providing the business tools and infrastructure necessary to support District teachers, administrators, staff, and parents. These systems are supported at high schools by a full time Technology Coordinator. The four components are:

1. Student Information Management (SIM)

SIM has functions that allow for ease of use in Registration and Enrollment; Attendance; High School and Middle School Scheduling; Elementary School Scheduling; Student Behavior and Discipline; Student Support Services; and Alternative Programs.

2. Curriculum and Instructional Management (CIM)

IMPACT CIM offers CPS the ability to create and share learning materials online. In addition, teachers and staff can easily align State and Federal standards to their lesson objectives.

IMPACT CIM allows users to link to and search the Illinois Learning Standards when developing lesson plans, offering a modifiable template for the creation and sharing of online lesson plans, and allowing educators to search for instructional resources by Illinois Learning Standard or by Course/Subject. This system makes available Standardized Test data (e.g., ISAT current and historical data, historical ITBS, DIBELS, PSAE, EXPLORE, and PLAN).

3. Student Services Management (SSM)

IMPACT SSM automates many manual, paper-based tasks. IMPACT SSM streamlines special education case management and clinical service record keeping.

4. Gradebook (including Parent and Student Portals)

IMPACT is used regularly by teachers, administrators, support staff, and Central Office staff. Teachers can enter marking period grades and record attendance, and a Parent Portal component provides parents the ability to view their student's information at any time.

iii. Describe the specific tactics and activities that will support attainment of a school culture and climate conducive to high expectations and student learning, including school wide student discipline policies integral to the intervention model

The Chicago Public Schools Whole School Improvement Model (CPS/WSIM) is guided by the belief that improving student behavior and academic performance generally requires changing school climate and culture. Making positive changes in school climate and culture motivates staff and students to improve. If school reform efforts are to be sustained for long-term improvement, positive changes to school climate and culture are foundational.

The terms school culture and school climate refer to the environment that affects the way faculty, staff and students: (1) feel about the school, (2) the nature of their connection or bonding to the school, (3) their motivation and engagement in the life of the school, and (4) the nature of their interpersonal interactions and behavior in the school setting. School culture includes the shared beliefs and attitudes that characterize the school-wide organization and establish boundaries for its constituent units. School climate characterizes the organization of the school and classroom levels. It refers to how the student, parent and staff school perceptions, emerging from the shared norms and beliefs and the relationships in the school among and between the students, staff, administrators, and families.

Observational data and perception survey results from students and parents reveal the belief that staff members of schools identified for turnaround often have negative perceptions of the students and the community they serve. Reconstructing such climates is a primary focus within the turnaround school model. Therefore, building a support system for the adults that work with students is a critical component of the CPS/WSIM.

Culture & Climate Governance

The Student Development and Intervention (SD&I) Governance Committee, led by the Teaching SD&I Manager employed by the Office of School Turnaround, create policies on culture/climate, student development, and student interventions in all turnaround schools. This leadership

group acts as a governance group for all turnaround schools with the Office of School Turnaround as lead partner. Each high school Turnaround Assistant Principal for Student Development & Intervention is a member and contributes to these bi-weekly meetings, offering expertise from the field and practical context as evidence. Generated policies and practices respond to new research, school performance data and formal feedback in a 360 communication loop between the lead partner and each turnaround school.

Organizational Support Structure

The School Climate and Culture component of the organizational support structure works in concert with other components of the CPS/WSIM, supporting a shared governance structure to ensure that policies outlined by OSI meet the direct needs of school-based personnel. To build a positive learning culture it is essential that structures and processes be established, such as faculty study groups or collaborative professional development. More attention to this arena is needed however, as detailed organizational structures and norms must be established to assist the school to move to a healthy environment supporting teaching and learning. The Office of School Turnaround works with the school to build these structures. It also means establishing and reinforcing such positive norms with each adult working with students to communicate high expectations for effort and achievement and working with the whole student to help the student learn. The SD&I Governance Committee, School-level SD&I Team and school CARE Team, each in their own context, will work collaboratively to this end.

The building SD&I Management Team, under guidance from the OST SD&I Governance Committee, follows the basic principles outlined in the CPS Turnaround Model, but can be completely customized within this frame to the individual and unique needs of the school environment. This team is responsible for developing, implementing and monitoring comprehensive plans to improve all aspects of the school – including climate and culture. The School Improvement Team will concentrate on the school as a whole, supported by coaches

provided through the turnaround model. The *CARE Team* is specific to school climate and culture, and focuses on individual students in need of more support or services. The CARE Team is a team of faculty members and support personnel trained to identify and assist high-risk students who are having difficulty in school due to social, emotional, behavioral and/or family issues. It is this group that manages individual intervention plans and places students in appropriate Tier II and Tier III interventions.

Response to Intervention (RtI)

Response to Intervention (RtI) applies directly to student learning in a comprehensive seamless manner by addressing student social, emotional, and behavioral needs to significantly impact academic performance. The foundation of the CPS/WSIM Culture and Climate support structure is an adaptation of the **RTI** framework, with three tiers of prevention supports and interventions. The 3-Tier Model is designed to meet the social and emotional needs of all students, with recommended interventions added in response to those advancing needs. Tier I supports are designed to create a climate and culture with established, clearly communicated, and consistent expectations and routines for school wide and classroom practices. The expected outcomes are that:

- all students acquire additional social, emotional, and behavioral skills;
- teachers are equipped with effective classroom management practices, both having their progress monitored to determine if general supports are meeting individual student needs; and,
- Participating in ongoing evaluation to assess the need for interventions.

Tier II interventions are for students who are falling behind in meeting the expected standards and require additional intervention. Tier III interventions are intensive, strategic, and supplemental interventions of more duration and intensity, designed for individual students who have not responded adequately to the combination of both Tier I and Tier II efforts.

Led by the Student Development and Intervention Manager with four Student Development Specialists, the Culture & Climate unit offers an array of supports that are integrated within an RTI framework and mobilized on the basis of ongoing data accumulation and analysis about both individual students and the student body. Many of the support structures utilized at the elementary and high school levels are the same, while others are designed to meet the specific developmental needs of students.

Tier 1 Support Structures

The programmatic foundation of the Turnaround school culture and climate model at the **High School** level is the Well Managed Classroom. The support structures utilized are universally designed from a number of sources, strongly leveraging the **Girls and Boys Town Educational Model**, a school-wide system approach to fostering respectful and caring staff/student interactions. The Turnaround Schools base their discipline processes on its Well Managed Classroom curriculum, “emphasi[zing] behavior management practices, relationship-building techniques, and social skills instruction. The Education Model is rooted in applied behavior analysis, social learning theory” and restorative justice.

Operating within this framework inherently abandons conventional notions of discipline and encourages adults to consistently reflect upon their role in supporting healthy behavioral management by revising the utilization of consequences. Discipline-related consequences are not static applications but rather are fluid strategies designed to: 1) prevent problem behaviors, 2) reinforce positive behaviors, 3) correct problem behaviors, and 4) de-escalate emotionally intense situations. Antecedent conditions are also closely considered and manipulated to prevent undesirable behaviors before they occur. Discipline practices will be conducted in a manner that is both highly attentive to the emotional, physical, and spiritual needs of the individual student while conscientious of the actions, values and principles that are pre-requisites of an inclusive and functional learning community.

Elementary

The foundation of the Turnaround Schools culture and climate model at the **Elementary** level is the establishment of school wide expectations ensuring that students and adults have common expectations that are taught, modeled and reinforced. Through the frequent review of data and monitoring of practices, strategies and outcomes to refine school-wide practices will be developed.

Establishing a normative school-wide culture involves the synthesis of a set of problem solving strategies and processes that build upon a school's existing strengths, providing a cohesive framework for embedding other initiatives and practices within the overall school model. The establishment of a single school culture, with consistent, clear articulated expectations and consequences that are taught, modeled and reinforced to create environments in which: a) learning and teaching are valued, and students are taught the necessary skills to appropriately engage with the learning environment; b) respect, responsibility, cooperation, and other highly valued character traits are taught and encouraged; c) students and staff develop additional skills and strategies to manage individual differences and respond to challenging situations in appropriate ways; d) educating students with disabilities can be supported more effectively and efficiently, and e) effectively teaching fundamental academic skills like reading and math can be maximized.

Traditionally, establishing a system of universal climate expectations through a single school culture has been focused on school-wide discipline (i.e., on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, or expulsions) rather than identifying areas of need and refining practices to address those areas. The system of universal climate and expectations establishes proactive systems for creating and maintaining safe and effective learning

environments in schools. As a result, students will have the social/emotional skills needed to ensure their success at school and beyond.

Proactively teaching behavioral expectations and rewarding students for following them versus waiting for misbehavior to occur before responding encourages trust between school staff and the student population. The purpose of school-wide expectations and a single culture is to establish a climate in which appropriate behavior is the norm for everyone in the school building. Turnaround Schools at both the elementary and high school levels will also abide by the tenets of **Restorative Justice**, which emphasizes repairing the harm caused or revealed, placing the repair to relationships and people over the need to dispense punishment. At Turnaround schools, Restorative Justice activities:

- 1) Focus primarily on relationships and secondarily on rules.
- 2) Give voice to the person(s) harmed.
- 3) Give voice to the persons who caused the harm.
- 4) Engage in collaborative problem solving.
- 5) Enhance Responsibility
- 6) Empower change and growth
- 7) Plan for restoration

Turnaround high schools implement a number of programs specific to restorative justice in the effort to promote healthy problem-solving: social and emotional learning; peer jury; peace circles; community outreach programs; student government; a robust before- and after-school program offering; and a building-wide advisory program. Each of the programs can produce profound results, but require the necessary resources, training, and scheduling if they are to have a strong likelihood of success. For the most effective outcomes, a school employee takes primary responsibility to administer each of these programs, which then becomes one of the core duties of that particular employee's job description under the *CPS Turnaround Model* and he/she should be led and evaluated accordingly. All staff should attend district-sponsored and other best-practice trainings.

Turnaround Schools will also incorporate **Student Incentives** into their school-wide operations. Turnaround School's primary objectives are to promote and produce holistic growth in each and every one of its members. Student achievement is the ultimate goal. We believe that it is important to consistently celebrate what we value and to "catch people being good" with much greater frequency and consistency than simply focusing on misbehavior. Hence, Turnaround Schools will publicly acknowledge, enthusiastically celebrate, and formally reward the achievements of both students and staff. To ensure that an effective and sustainable incentive program is implemented, an adequate budget needs to be assigned to this project and an individual(s) will have to decide what should be rewarded, when and how those efforts and accomplishments will be rewarded, and be provided the time and resources to track and analyze data and implement incentives.

Tier 2 Support Structures

Tier 2 Support Structures
<ul style="list-style-type: none">▪ Home visits▪ In School Personal Development (HS)▪ School Stat Model (HS)▪ Case-Manager Model▪ Small group interventions▪ Check-In/Check-Out (ES)▪ Credit Recovery (HS)▪ Parent engagement in the school in effective practices to support student learning▪ Classroom Observation/Classroom Management support and coaching for identified teachers

Tier 1 support structures are designed to create a positive school climate by providing supports to all students. Tier 1 support structures are the foundation of support for Tier 2 and Tier 3. The support structures detailed in this section will be added when Tier 1 initiatives are insufficient to meet a student's needs. Research suggests that

Tier 2 and 3 supports will need to be in place to

assist the ~ 15-20% of the student population who are not adequately served by Tier 1 supports. Research further indicates that in a turnaround situation this percentage may be significantly higher in the early stages of a turnaround initiative.

Turnaround High Schools will use **In-School Personal Development Program (ISPD)** to temporarily house students who have become unwilling and/or unable to succeed in the

conventional learning environment in an adaptive and functional manner. Students will be required to keep up with any/all coursework that they are assigned. At the high school level this can be determined by checking the assignment postings that each of the student's teachers has placed online.

The ISPD Room can also be used to address more minor infractions and to deescalate students, perform administrative interventions and return the students to class as soon as they demonstrate a willingness and ability to do so. This work is crucial to both maintaining classroom integrity and actively teaching students the social skills they will need to be successful in a wide range of environments. As such, at the elementary level a total of one room and at the high school a minimum of two rooms will be established. Each room will be staffed by have at least two adults who are well skilled and trained in this level of intervention and work with students.

The *Chicago Public School Turnaround Model* calls for an aggressive approach to ensuring students are in school through the **Home Visit Program**. Students in turnaround schools face monumental challenges and need personalized support and problem-solving services delivered to the home. The Home Visit Program is a function of the Attendance Office in a Turnaround High School and is managed by the Dean in charge of the Attendance Office. The Home Visit Program is a function of the school counselor, in conjunction with the building principal at the elementary level.

The Chicago Public Schools Turnaround Model seeks to ensure that each and every student is actively supported in individualized ways in addition to more comprehensive and school-wide approaches. In order to achieve this goal High School Turnaround Schools will adopt a **Care Team** solution that operates in alignment with a **COMPSTAT** informed process. Care Teams are school-based groups composed of administrators, support staff such as counselors, social workers and school psychologists, and occasionally teachers and mental health consultants

who come together on a scheduled basis to collaborate in developing supports to the problems of severely off-track students. At the elementary level the building counselor facilitates the Care Team, with support from the building principal and/or their designee.

Once the prioritized list of struggling students (i.e. Watch List) is established, the challenge is to actually execute on providing this group of students services in a way that will be designed to assist particular students with specific issues and lead to quantifiable gains over time. Each student is assigned to a member of the Care Team as a “Case Manager”. The function of the case manager is to manage and monitor the intervention for their assigned list of students.

The Care Team is expected to consult with others inside and outside of the school to develop a systematic array of supports and to develop a close relationship with the student and educate him or her as to the supports that are available. The case manager will be expected to apprise his/her colleagues of any/all significant developments that are taking place with the students on his or her caseload. The case manager’s ultimate responsibility is to provide concentrated care to the students on his or her caseload and to closely monitor their growth. The Case Manager develops a personal relationship that is sensitive to the student’s needs. S/he makes referrals to other specialists and then follows up with the student to see if it helped. The Case Manager ensures that key interactions are logged into CARE Team meeting notes so as to have documentation of the integrated services so all providers can share vital information. The Case Manager keeps all of the service pieces together around the student and keeps the focus on progress.

The Care Team members are asked to concentrate on:

- 1) Relationships
- 2) Behavior Modification
- 3) Escalation/De-escalation

Social workers, school psychologists and/or school counselors will provide Small Group Evidence-Based Interventions at the elementary and high schools in addition to the Guidance Program and curriculum. Small group interventions and guidance sessions will address specific issues that several students are facing as individuals. The group setting has been shown through research to be very effective in helping students to work through issues impacting their life, and thus impacting their progress in school. Social workers will be asked to optimize their time with their students by addressing as many of their special education/mandated minutes through group processes as is possible so as to provide their services to as many students and segments of the turnaround school as possible. This fits into the special services “inclusion” model that is a central theme of the *Chicago Public Schools Turnaround Model* and allows personnel to impact more students through a proactive group counseling and guidance approach. Non-special services designated counselors will similarly support the inclusion model through their efforts in a seamless and aligned approach.

Parent Outreach / Supports are a critical component of the Chicago Public Schools approach to school climate and culture. Parent involvement and strong school-community relationships are crucial to significant and sustainable educational achievement. Turnaround Schools deploy Community Connectors to each Turnaround school, charged with fostering strong school community partnerships, coordinating a concerted effort to provide additional supports for parents of students as they enter Tier 2 supports.

Turnaround schools will regularly offer parent workshops and forums to discuss proven strategies and provide resources for raising successful children and adolescents. It is important to communicate the expectations of the Turnaround Schools and generate buy-in and support from the parents so that all adults are working together and complementing and reinforcing each other’s efforts. At the high school level CARE Team members (school counselors, social workers and psychologists) will be asked to observe and assess teachers’ classroom

management practices as a means to design specific support structures and professional development. The purpose of these classroom visits is to observe and assess the learning environment the teachers encourage, and the interactions that occur therein. The particular focus is the teacher's ability and willingness to adhere to the classroom management practices presented in the well-managed classroom. These observations are intended to assist those teachers that the data indicates are issuing a relatively high number of referrals and to thereby strengthen the Girls and Boys Town Educational Model at the high school and PBIS at the elementary. At the elementary school level, supports to teachers regarding classroom management will be provided by a team of coaches in collaboration with administration and staff including the PBIS coach, academic coaches, and when appropriate the social worker, psychologist, or school counselor. The coaches will partner with teachers to scaffold additional classroom management practices into ongoing efforts, problem solve challenging classroom situations, and to provide additional professional development on effective practices to ensure that both students and teachers have the skills that they require to be successful. These are the primary components of the Chicago Public Schools Turnaround Model Tier 2 cultural and climate support structures.

Tier 3 Support Structures

<p style="text-align: center;">Tier 3 Support Structures</p> <ul style="list-style-type: none">▪ Care Team▪ Individual Counseling▪ Functional Behavioral Assessment▪ Individual Intervention Plan▪ Comprehensive Evaluation▪ Reference to External Support▪ Referral to School-based Community Partner (ES)
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The CPS/WSIM works to ensure that each and every student is actively supported in individualized ways when broader school-wide approaches have not been successful. The programs and operations cited in the previous sections are the basis of support for

the CPS Turnaround Model School Climate and Culture Supports for Tier 1 and Tier 2. The support structures detailed in this section will be utilized with students who demonstrate

profound need - when Tier 1 and Tier 2 initiatives prove ineffective. Research suggests that Tier 3 supports will need to be in place to assist the ~ 10% of the student population who are not adequately served by Tier 1 and Tier 2 supports. Research further indicates that in a turnaround situation this percentage may be significantly higher in the early stages of a turnaround initiative. The previously described Care Team will be an integral part of the Tier 3 strategy. The interventions and support structures available and utilized at Tier 3 demonstrate the highest level of support available in a turnaround school.

Given the many demands on the time of counselors, social workers and psychologists, their ability to provide individual counseling services to all of the students who may need or desire such services is limited. Counselors, psychologists and social workers will be expected to provide **Individual Counseling Services** to individual students who are identified for Tier 3 support and individual counseling is identified as the proper support structure or when such services are stipulated in a student's Individualized Education Program, extensive therapeutic services cannot be provided adequately in a school setting. Referrals to outside agencies cannot be made, but individuals and families in need of extended therapeutic services will be provided with a list of potential providers. At the elementary school level, partnerships with community agencies will be developed to support the needs of students at all three Tiers, with an initial focus on Tier II small group supports and Tier III individual and family supports to supplement those resources provided by the school-based mental health supports clinicians. These resources when appropriate will be provided within the school setting to reduce barriers to accessing mental health services that are well documented in the research.

A **Functional Behavior Assessment (FBA)** is generally understood to be a problem-solving process for addressing problematic behavior. Properly trained individuals conduct FBAs by

gathering information about the students' routines and cycles of behavior from a range of people who are familiar with the student, offering strategies to predict or deter student outbursts.

After an FBA has been conducted, a **Positive Behavioral Intervention Plan (PBIP)** is developed to target identified areas of need for the student to enhance his or her opportunity to learn and be successful in the classroom and other school settings (or to better flourish in whatever realm and with whatever task that he or she is currently experiencing difficulties with).

A Behavioral Intervention Plan is a profound level of intervention, and will only be utilized as a Tier 3 Support Structure or for students receiving special education services who also have behavioral struggles that negatively impact school performance, through the Chicago Public School Turnaround Model. The support structures necessary to successfully implement a PBIP are extremely labor intensive, and will only be utilized at the appropriate level as determined by an examination of the data by the Care Team.

If a student exhibits a prolonged and chronic inability to functionally adapt to the conventional school-learning environment and has proven non-responsive to all of the "in-house" resources and supports that the Turnaround School can feasibly offer without compromising school's educational agenda at large, the student will be referenced out to community resources and/or alternative educational environments. This will not be a formal referral from the school, but a list of options and available information given to the parent/guardian for their consideration.

Turnaround schools should develop a list of options for community services and external supports (assistant principal of student development, in conjunction with the CARE Team at the High Schools and identified resources at the elementary schools). Ideally, two or three behavioral interventionists will be employed by Turnaround Schools and housed within the student development and/or special education departments. These individuals will be asked to conduct functional behavioral assessments and to design and implement scientifically proven

interventions and preventions and provide ongoing supports to students facing the greatest challenges meeting the expectations of the Turnaround School.

Phases of Student Development Intervention Implementation

Stage 1

Stage 1 includes the period from turnaround school identification by the Board through the closing of the school under its current configuration and leadership. This is a period of intensive “school-building” through a prescribed “incubation” process involving a collaborative effort between staff from The Office of School Turnaround and building leadership for each site. Each level, based on the nature of the Chicago Public School Turnaround Model, may have different levels of support and intervention for high schools and elementary schools.

High School - Immediately after the school has been identified for Turnaround a small team of individuals will begin assessing student transcripts, special education needs/student reports/IEPs, graduation requirements and the course enrollment desires of the students. This is, of course, is predominantly a matter of curriculum and instruction, but the foundational component of a functional school climate and culture is a well-constructed plan for each student that places students in appropriate places at appropriate times and provides opportunities to both pursue interests and satisfy graduation requirements in an efficient manner through a well-conceived master schedule.

The assigned High School Support Team will also be deployed to assess the nature of the current culture and climate of the school and to determine what steps should be taken to improve the school culture and climate. Proactive efforts should be made to ensure that the students and community are included and given voice throughout the transitional period and the processes that will shape the culture and climate throughout the transitional stage(s) and throughout the future of the Turnaround Schools. These Turnaround employees could conduct focal groups with parents and students, survey students about their wishes for

course electives, extra-curricular activities, and some school policies, participate in the hiring process, etc. The general objective is to include the students and community in the transition face and to empower and include them in helping shape the coming year.

Elementary School - Immediately after the school has been identified for Turnaround elements of the Office of School Turnaround Elementary Support Team will begin assessing student achievement records, special education needs/student reports/IEPs, community support needs and learning of the students. This is, of course, is predominantly a matter of curriculum and instruction, but the foundational component of a functional school climate and culture is a well-constructed plan for each student that places students in an appropriate educational plan to support their individual learning needs.

Elements of the assigned Office of School Turnaround Elementary Support Team will be deployed to assess the nature of the current culture and climate of the school and to determine what steps should be taken to improve the school culture and climate. Proactive efforts should be made to ensure that the students and community are included and given voice throughout the transitional period and the processes that will shape the culture and climate throughout the transitional stage(s) and throughout the future of the Turnaround Schools. These Turnaround employees could conduct focal groups with parents and students, survey students about their wishes for course electives, extra-curricular activities, and some school policies, participate in the hiring process, etc. The general objective is to include the students and community in the transition face and to empower and include them in helping shape the coming year.

Stage 2

Stage 2 includes the intensive implementation period for the turnaround school from the closing of the school. Stage 2 ends when all of the projects/processes supporting the Turnaround

School's Culture and Climate are fully up and running and progress on the metrics set for the Turnaround School by the District have been met. This will generally be an eighteen (18) month period of time from the start of the first school year. Each level, based on the nature of the Chicago Public School Turnaround Model, may have different levels of support and intervention for High Schools and elementary schools.

High School - The High School Support Team will include at least 4 people highly proficient in at least one of the following areas of discipline, counseling, special education, extra-curricular, and/or school climate and/or culture in general (See: Chicago Public School Turnaround Model / Office of School Turnaround Staffing Model). Once the student development and restorative justice, code switching and safety divisions and the programs/projects sponsored therein have been stabilized, the general operational models have taken root and the vast majority of the associated employees have demonstrated competence and performance in their assigned areas the Turnaround Team supports will be withdrawn.

The divisions of student development and restorative justice, code switching and safety must be adequately staffed and resourced. The reform literature consistently emphasizes the importance of student development and culture and climate but all too often school budgets and organizational charts have yet to fully reflect this discursive emphasis. While staffing, resources and the precise structure of the organizational chart may vary; an exemplary and sustainable culture/climate requires at minimum the following:

- 1) Assistant Principal of Student Development
- 2) Assistant Principal of Restorative Justice, Code Switching, and Safety (or Chief Dean)
- 3) A highly skilled case-manager for the special education department
- 4) An extremely competent master schedule builder/registrar/standardized test coordinator.
- 5) One dean per every 350 students
- 6) Director of Counseling
- 7) One counselor per every 200 students

- 8) School Social Workers, Psychologists and support staff that are hired directly by the school (not OSS)
- 9) One behavioral interventionists per 500 students
- 10) After-school Activity Coordinator
- 11) Athletic Director
- 12) One security guard per every 40 students
- 13) 2 Home Liaisons
- 14) Adequate Support Personnel for attendance, counseling, discipline, attendance
- 15) 1 Data specialist

Elementary Level – Two teams will support turnaround elementary schools in Stage 2. A Central Support Team will provide support to all elementary turnaround schools concurrently, and shall include: 1 Turnaround Development Coach, 1 Turnaround Implementation Coordinator, 1 Project and Operational Support Coordinator, and 1 Turnaround Special Services Manager. A separate Elementary School Support Team will be devoted to each turnaround elementary school and shall include at least 2 coaches, with one highly proficient in literacy and a second in math/science. (See: Chicago Public School Turnaround Model / Office of School Turnaround Staffing Model). Once teaching and learning in those content areas have been stabilized, the general operational models have taken root and the vast majority of the associated employees have demonstrated competence and performance in their assigned areas the Turnaround Team supports will be withdrawn.

Stage 3

Stage 3 is a transition period. Once all of the support structures are successfully put in place during Phase 2, Stage 3 is a period of time where the school moves from intensive support through the Office of School Turnaround to independent function as an identified CPS AMPS School. The Office of School Turnaround will provide progress monitoring and direct supports as needed through a fully developed transition plan, individualized for each school.

High School - Over time as resources are phased out the various Assistant Principals can be collapsed into fewer administrative positions with broader areas of responsibility (once

the divisions/departments are up and running and managed by mid-level leaders AP-level leadership will not need to be as intensive). The staffing to student ratios listed above can be recalibrated and reduced. The school will transition to a normal level of teaching staff.

Elementary School – As central support resources are phased out the building leadership team will assume full responsibility through a formalized period of transition defined through a transition plan. The school will transition to a normal level of teaching staff.

iv. Discuss how the intervention models in elementary and middle schools will be integrated with high school interventions and vice versa. For high schools, discuss the partnerships that will be formed with community colleges, districts, and colleges and universities to address barriers to post secondary access.

In order to integrate Elementary school and High School programming, Turnaround schools will support the following programming options:

Summer Learning Programs: Chicago Public Schools has established Freshmen Connection and Freshmen Bridge summer programs to facilitate academic and enrichment opportunities for incoming 9th grade students. These engagement programs are generally 4-5 weeks long and offer freshmen students an introduction and early connection to their prospective school communities. They also provide opportunities for students to prepare for the expectations of high school and post-secondary life. Some schools have specific summer programs for special education students to accelerate their learning, meet important school community members, and to ease their transition to the high school environment.

Freshmen Academies: Freshmen Academies will serve as a transitional program for incoming 9th graders. Freshmen students will be programmed into designated academies during the summer, prior to the start of school. Groups of 150-180 students will be placed with interdisciplinary teams of teachers, who develop common solutions to attendance, discipline, and learning problems. Teachers and counselors will meet on a weekly basis to discuss students, strategize about interventions, and refer students to the necessary supports. Based on recent research by the Consortium on Chicago School Research on Freshman Transitions, there will be an emphasis on strong teacher academic supports and setting up systems to enforce and reinforce positive student behavior.

Established Early Warning Systems: Freshmen on Track (FOT) and Sophomore on Track (SOT) are system-wide protocols which identify, track, and assist those freshmen and

sophomores in danger of falling behind. Schools begin the year with a “watch list” of students who have been flagged as high-risk based on several critical factors including attendance, grades, number of failed courses, and behavior. Although each school has differing methods and strategies to address these students, teams of administrators, teachers, and other key stakeholders are all involved in the resolution process. The Freshman and Sophomore on Track system are significant tools, as we believe addressing the issues early in the academic career of the student is paramount to their success and increased graduation rates.

Credit Recovery: All CPS high schools have credit recovery options for students, but those options will be expanded under the transformation model led by OTS. ADVENTA online instruction is the preferred vehicle of credit recovery for our schools. Recovery classes usually take place after the regular school day. In some cases, students have an “extra” period included on their schedule for credit recovery. While we are committed to this strategy, several of our schools are in need of more computers and site licenses to better accommodate student needs. Some of our schools will also implement a grading system which includes “Incomplete”, giving students extra opportunities to make up assigned work. Students will have a list of options for making up work or demonstrating proficiency under alternative presentations.

Programs for Basic Skills Remediation: All students who demonstrate a need for basic skills remediation are provided with opportunities for remediation through several partner organizations that were hired through grants. Participating schools have incorporated extended class times of 90 minutes for core courses to assist with basic skills development. Next year, some schools will be offering a pre-Algebra course to those students who traditionally score below the expected stanine instead of a double-period Algebra course. All core classes for 9th graders are focused on reading strategies, organization skills, and writing skills.

Other Programs to Address Student Drop Out in 9th Grade: Some schools have systems in place to encourage and track students that are participating in extracurricular activities. We believe that students engaged in extracurricular activities are more likely to develop strong, positive connections with their schools. Strong, voluntary connections to school reduces the probability of early dropout. All schools will develop strategies to identify those students that are not participating and encourage them to become active participants in extracurricular activities. In addition to increased extracurricular participation, many schools are strengthening and expanding parental programs to increase parental participation and strengthen community connections. Our schools will leverage community based organizations by partnering with them to assist the families in our school communities. All schools will actively foster relationships with parents in order to assist students in danger of dropping out.

Advanced Placement & Dual Credit Courses

OTS will work with all transformation schools to expand the availability and quality of Advanced Placement and Dual Credit courses within the general instructional day. OTS is leveraging the work of the CPS Office of School Improvement to put dual credit courses in all transformation schools. Dual credit allows students to earn high school credits for graduation by taking college level courses for credit as part of the general high school schedule. This option has been developed through Memorandums of Understanding between the District and local colleges/universities.

3D. Staffing

i. Describe the applicant's plan to design and implement a rigorous, transparent, and equitable performance evaluation system for teachers and principals that takes into account data on student growth as a significant factor.

As an Internal Lead Partner, the Office of School Turnaround has a unique perspective and influence on teacher evaluation in the District. In considering a system for evaluating teachers, it is assumed that the evaluation process will be continuous and constructive, serving to improve teachers' effectiveness and to foster better instruction. Evaluation should also help teachers reach their full potential as teachers and highlight areas for professional growth. Third, evaluation must be based upon clear criteria, and the cooperation of both teacher and principal. Our approach is to fully support a plan aligned to these key principals.

In the fall of 2010, CPS was awarded a federal Teacher Incentive Fund (TIF) grant to design and implement new evaluation and performance-based compensation systems for teachers and administrators in 25 pilot schools. The pilot program, called the [Excellence in Teaching Project](#), proposes to replace the checklist evaluation which has been employed by CPS for the past 30 years. Under the checklist, nearly all teachers received one of the two highest rankings, which provided minimal usable feedback or detail regarding areas of strength or areas for development. During the current planning year of the TIF grant, CPS is engaged in the research and design phase of work and will begin negotiations with the Chicago Teachers' Union (CTU) on TIF before the fall of 2011.

In preparation for meeting this timeline, and the timeline for implementation of new teacher and principal evaluations by SY13 under PERA, CPS' Office of Human Capital is making progress on the four elements highlighted in the RFSP guidelines:

- (1) Student growth as a significant factor—CPS has worked extensively with Rob Meyer and the Value-added Research Center (VARC) on a teacher-level CPS value-added metric for use in future teacher evaluations. Currently, CPS is engaged in work to enhance the

quality of the teacher-student link in CPS scheduling and data systems. Meanwhile, CPS is examining its options for measuring student growth in non-tested grades and subjects.

- (2) Professional practice—For the past 3 years, CPS has piloted the Charlotte Danielson’s Framework for Teaching as a tool for more rigorous and meaningful teacher evaluations. In 2010, CPS developed a new rubric called the **Teaching for Learning Framework** and is now piloting this tool in more than 60 schools. Both of these observation tools are presently being studied by the Consortium for Chicago School Research (CCSR).
- (3) Differentiation—CPS is bound by PERA to adopt four common Illinois performance categories. Certainly, one of the major goals of reforming performance evaluations is to achieve an effective differentiate high-performers from low-performers. As is reflected in CPS’ TIF proposal to the U.S. Dept. of Education, CPS hopes to achieve a level of differentiation that identifies no more than 15% in the highest performance brackets. This distribution enables CPS to earnestly pursue career advancement and performance-based incentives for educators.
- (4) Involvement of educators—Under PERA, CPS is required to negotiate with CTU for at least 90 days on a teacher evaluation system. Additionally, CPS has already engaged more than 40 focus groups of teachers, principals, coaches, and university partners in focus groups on the Teaching for Learning Framework and is dedicated to continuing engaging educators in important discussions regarding performance evaluation reforms.

Moving forward, it is the intention of CPS to “pilot”—in as many schools as is responsible—key components of new performance evaluations during the fall and spring semesters of the 2011-12 school year. However, the specific form of this “pilot” is still unclear—e.g., whether it includes strictly a formative observation component or formal student growth measures—because almost any method of “pilot” implementation will require an MOU to the existing collective bargaining agreement. It is the intent to pilot the new system in schools supported by (OST or OTS) as the lead partner.

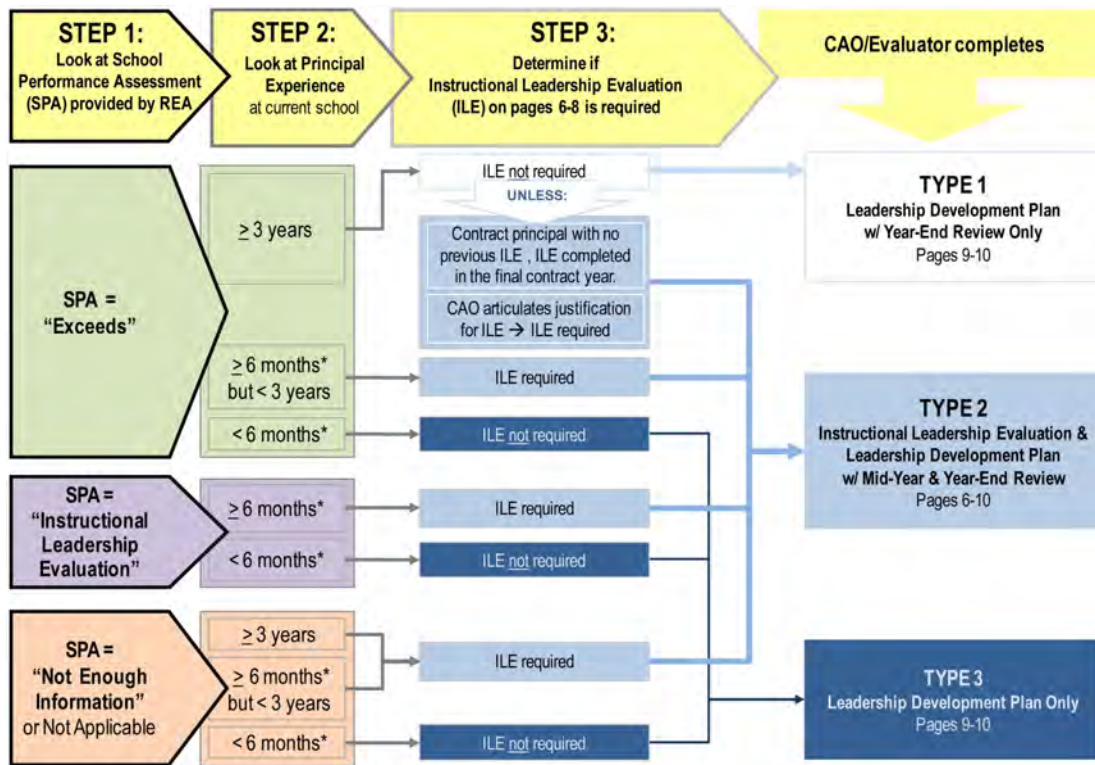
Principal Evaluation

The Office of Principal Preparation and Development (OPPD) Principal Evaluation Process is designed to assess CPS principals’ strengths and areas for development in their leadership

implementation, establishing processes for both experienced (three or more years at current school) or new (having less than three years experience at current school) leaders. Each August/September, the principal completes a self-assessment to rate each performance indicator, including supporting text. An evaluator is assigned to each principal, meeting to discuss ratings, evidence and determine the final rating according to the Principal Performance Rating Criteria (chart below). Based on the results of the assessment, principals may need to prepare a Leadership Development Plan to address areas for development. The principal and evaluator would then meet again in January to discuss progress and review evidence toward goals, to be revisited again in August.

OPPD Instructional Leader Evaluation Rubric

From the CPS Chief Executive Officer’s Principal Evaluation Form and Guidelines: Principal Performance Evaluation Process Instructions



6 months refers to principals in place after December 31st of the evaluation period/school year.

Principal Performance Rating Criteria

Level	Description of Performance
Exceeds (4)	<ul style="list-style-type: none"> • Principal has both a wide and deep knowledge base regarding the research and best practices for this performance indicator. • Principal’s professional practice of this performance indicator could serve as a model to other principals. • Principal’s leadership in this performance indicator has had a direct, positive, and lasting impact on student learning and school improvement. Can point to several concrete examples of each. • Principal has built leadership capacity in others so they can demonstrate this performance indicator at proficient or higher levels.
Meets (3)	<ul style="list-style-type: none"> • Principal has a sound knowledge base regarding the research and best practices for this performance indicator. • Principal’s professional practice of this indicator is strategic. • Principal has significant experience in demonstrating this indicator and can discuss positive and concrete results in terms of student achievement, teacher growth, and school culture. • Principal is inclusive regarding decision-making and problem solving in this area. • Principal has developed leadership capacity in others for this performance indicator.
Needs Improvement (2)	<ul style="list-style-type: none"> • Principal needs to extend knowledge base for this performance indicator. • Principal has limited skills in this area. • Principal could approach this area more strategically. • Principal has limited practice in actually implementing this performance indicator. Limited positive and concrete results in terms of student achievement, teacher growth, and school culture. • Principal rarely includes others in decision-making and problem solving in this area. • Principal occasionally develops leadership capacity in others for this performance indicator.
Does Not Meet (1)	<ul style="list-style-type: none"> • Principal has a very limited knowledge base for this performance indicator. • Principal does not have skills in this area. • Principal does not approach this area strategically. • Principal has not implemented this performance indicator. Stagnant or negative results in terms of student achievement, teacher growth, and school culture. • Principal does not include others in decision-making and problem solving in this area. • Principal has not developed leadership capacity in others for this performance indicator.

ii. Explain the applicant's plan to determine the effectiveness of the existing principal and whether the principal can serve as the instructional leader for the intervention.

The Office of School Turnaround insists that the Principal be dismissed along with all of the current staff in the building. Turnaround utilizes reconstitution under Illinois statute, aligned to CPS Board Policy that outlines this requirement. This is a non-negotiable for the Office of School Turnaround to become involved with the school as lead partner, based on action by the CPS Board of Education regarding school action classifying a school as "turnaround". When the CPS Board makes the final determination for a school to become a Turnaround school and assign the Office of School Turnaround as lead partner.

iii. Provide information about the applicant's plans for recruiting, hiring, and developing leaders (i.e., principals, other administrators, and teachers) for all schools in which the intervention model will be implemented.

OSI Human Capital Hiring Strategy

As a lead partner working exclusively in the Chicago Public Schools, the Office of School Turnaround will leverage support to recruit, identify, and hire exemplary individuals for each open position. It is a requirement of the Office of School Improvement, the CPS Office charged with oversight over all lead partners, that the OSI hiring process be utilized by all internal and external lead partners. The Office of School Improvement (OSI) Human Capital strategy leverages support from district office and school leadership as well as school-based subject matter experts, students, parents and community stakeholders to implement a six-stage personnel selection process, depicted below.



The right people will take an organization to a new level and the right people will give an organization competitive advantage. This philosophy can also be applied in the transformation of low performing schools. The right people for a job have similar characteristics; they have either been trained/ built for success in a particular role, or they display the raw potential to be successful in a particular role. Individuals serving as decision-makers identify these traits and draw out additional useful information that will guide decisions about a candidate's overall ability to implement the CPS Whole School Improvement Model (CPS/WSIM). The Office of School Turnaround is committed to providing the best quality education to the children of Chicago by selecting personnel who can equip students with the skills they need – expanding their capacity to compete with other students nationally and globally.

In recruiting teachers, OSI seeks people who have the dual skill of being able to care for / support students as well as academically challenge them. Those who can connect with students; can be effective at teaching academic skills; work well in teams; can have healthy dialogue about issues of race; and know their fields of expertise well. Turnaround teachers need to be willing to work hard beyond their classroom. The OSI Human Capital multi-step hiring process (resume review, phone screening, group interview, individual interview, demonstration of job competencies, student / parent / community interview, and reference checks) is designed to give candidates the opportunity to display these skills and abilities. OSI selects only those who are the highest rated by the multiple members of the interview teams. The following is a brief description of each stage in the interview and selection process.

Interview Stages

- **Group Interview** - These 15-20 individuals have successfully navigated a phone and resume screen, and are invited to interview, participating in the following:
 - Group Activity—small groups of participants work together to prepare and present information
 - Group Discussion—candidates meet together and critically discuss a provided article selection

- Personal Interview – candidates will meet briefly one on one with a member of the selection team

- **Classroom Demonstration** - If candidates have received appropriate scores from the group interview process, they are invited to allow members of the selection team to observe their class/skills in action by participating in a classroom demonstration.

- **Student, Parent and Community Interviews** - Candidates who successfully complete a classroom demonstration are given a tour of the school by students and then are interviewed by students, parents and community stakeholders. Scoring is collected by the OSI Human Capital team, added to the candidate's recruiting file and revisited during the candidate's final determination of candidacy.

- **Reference Checks** - Final step prior to candidates being offered positions. At this stage, the cumulative scores and observations are revisited to determine the candidate's final candidacy. The Office of School Improvement's Human Capital unit conducts initial resume and phone screenings, coordinates Leadership Team interviews, reference checks and other staffing-related communications.

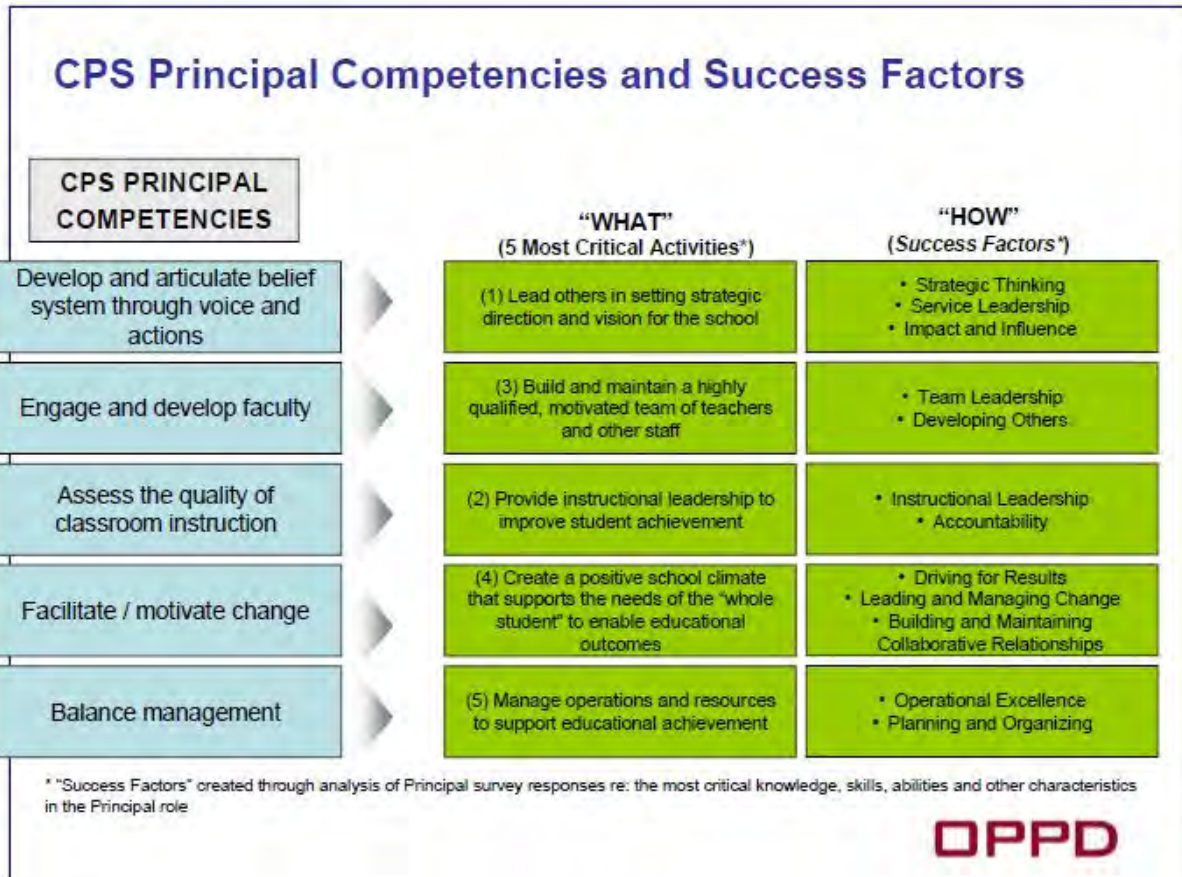
Effective leadership is the leading critical factor for school change. In concert with the Chicago Public Education Fund, the CPS Office of School Improvement has developed Principal Leadership Competencies that capture the knowledge, skills and abilities required for success in the principal role. The competencies are: 1) Driving for Results, 2) Influencing for Results, 3) Impact and Influence, 4) Develop and Lead Teams, 5) Planning and Problem Solving, 6) Confidence to Lead, 7) Problem Solving, and 8) Personal Effectiveness. These reflect available research about principal effectiveness, best practices.

These are the minimum qualifications that principal candidates must demonstrate in order to be granted admission to the Principal Candidate Pool and be offered a contract or appointment.

The Principal Leadership Competencies are designed to measure the applicant's ability to demonstrate each of the Success Factors. Through an extensive analysis of the principal role, the CPS Office of School Improvement has gained additional insight into what strategic activities principals perform and the knowledge, skills and abilities required for success. Gathered from research, best practices and surveying of CPS principals, the CPS Office of Principal and

Professional Development created the CPS Principal Competencies and Success Factors that are leveraged by the CPS Office of School Improvement (see CPS Principal Competencies and Success Factors diagram below).

CPS Principal Competencies and Success Factors
From the CPS Office of Principal Preparation and Development



During nation-wide principal searches, the Office of School Improvement leverages OPPD practices to identify early candidates, seeking diverse transformational leaders who are skilled at involving parents/ community/ students, able to adapt to constantly changing conditions, and show a personality that is both firm and caring. A turnaround principalship is extremely demanding work, requiring a leader who can build and manage effective teams, believes deeply

that all students can achieve, and is passionate about students and urban education reform.

Turnaround Principal candidates are those educational leaders with past evidence of being able to positively move attendance, discipline, and academic performance key performance indicators in a systemic manner.

Teacher Development

OST believes, supported by research, that whether a student's classroom teacher is effective or ineffective is the single most critical factor affecting student achievement growth. We have high expectations for teachers and invest heavily to help every teacher develop at an accelerated pace. Our programs for teacher development include:

- **Summer Professional Development** prior to the start of school. In comparison to the two mandatory CPS professional development days, new Turnaround school staff receive a full month of PD activities; Turnaround schools who have completed one year participate in 10 days of PD prior to the start of school; Turnaround schools who have completed two or more years participate in 5 days of PD prior to the start of school. Each summer PD schedule includes additional time for teacher skill-building, grade level and school-wide analysis of the prior year's data, and joint planning. CPS schedules two (2) mandatory days at the end of August/beginning of September.

For specific information regarding Professional Development activities, please see section 3.E.ii. Professional Development

- **Ninety minute weekly** paid, after-school time for all teachers to collaborate and receive professional development. This time is programmed by OST and OTS, and sometimes includes all-school gatherings but is more often used for department team time for vertical and horizontal curriculum alignment and analysis of student data.
- Structured, regular **observations and "verbal feedback"** for every teacher from the school's principal, Assistant principal, and OST/OTS representatives. These conversations create a regular flow of feedback, goal-setting, and practice that support teachers as they work to continuously improve their craft. Teachers will undergo 360-degree evaluations designed at supporting growth and retaining excellent teachers.
- **Review of student performance data.** Using the Office of School Improvement's performance management system, school leaders and the school's coaches review and discuss the student achievement levels and growth rates of each teacher's students.

Mid-level leadership development

The term “mid-level leader” encompasses the school’s non-administration staff with supervisory or managerial roles - academic department chairs, director of counseling, security supervisor, chief dean, attendance dean, etc. This group of staff participate in the Turnaround Leadership Academy, where senior leaders (principal and APs), mid-level leaders and selected teachers or staff are called upon to participate in leadership academy sessions each spring and summer. These leadership academies are intended to provide training on the CPS Whole School Improvement Model, to conduct some incubation preparations for new schools, requiring periodic afternoon, evening or weekend commitments. Some mid-level leader activities include how to best lead and support PODS, Grade Level Teams, ILT and Course Teams. The training is also designed to help mid-tier leaders who have further administrative career aspirations to develop those skills.

School administration/Senior Leader development

The Office of School Turnaround is dedicated to hiring and developing transformative leaders for all of their schools. The Office of School Improvement is leveraged to identify and secure transformative school leaders, but the lead partner is charged with further developing the skills and competencies of the individuals selected for school leadership positions. The Office of School Improvement’s Leadership Development Program is a two-year school leadership development program that addresses the challenges and needs of education leaders charged with dramatically improving our lowest performing schools. The program aims to create the school-wide infrastructure necessary to quickly, dramatically and sustainably improve student performance based on the foundation of the CPS Whole School Improvement Model.

The program is delivered through the following:

- A three day summer Retreat
- One day retreats during each quarter of the academic year
- Weekly “rhythm” meetings
- Stand-alone professional development sessions

In addition, each 1st year Principal and Assistant Principal is assigned a “Leadership Coach” is a former highly successful building administrator. The coach will spend no less than 8 hours per week working directly with the new administrator.

The program thus focuses on the following components critical for a successful school improvement:

- **Best Practices** - Building capacity of leaders in the fundamentals of what successful school improvement requires based on research proven best practices.
- **Short & Long Range Planning** - Effective Short and Long Range Planning are reviewed from a standard process of best practices. The practice of establishing 30 / 90 /360 day plans are covered in depth.
- **School Leadership Team** - Management of a school leadership team from conception through seasoned leadership are reviewed in depth.
- **Lessons Learned** - A systematic study of critiques of previous school improvement efforts and national research as an important element in the preparation for a successful school improvement effort.
- **Inspection** - The Inspection findings from previous CPS school improvement efforts and an on-site review of a current turnaround/transformation school in-process utilizing a “Risk Based Inspection”.
- **Capital Projects** - Capital Projects are typically performed as part of a school improvement effort and understanding the key practices and coordination of such capital efforts are important for school leaders to grasp.
- **Curriculum Planning & Management** - A complete and comprehensive understanding of how to develop and manage curriculum, based on the guidelines of the CPS School Improvement Model, is a key component of the professional development program.
- **Resource Planning** - Resource Planning involves the determination of skilled craft requirements and the staffing needs of the Turnaround management organization. Logistical issues and shift schedules are also addressed during this phase of the process.
- **Student Safety Planning & Management** - Planning is an essential tool to obtain excellent safety performance in the turnaround or transformation school. Management of developed plans is equally vital.
- **Incubation Planning (Turnaround)** – How to manage work/scope that can be performed before the Turnaround school opens during an “incubation” period are planned. Appropriate manpower planning is completed and used as an opportunity to mobilize and train the turnaround work force. The facilitation of identifying and selecting staff is also a major component of the training and support.
- **Contingency Planning** – Outlining strategies to deal with all potential risks that threaten the School Improvement Plan execution, including the development and management of high risk items contingency plans to appropriately deal with the identified risks.

- **School Procedures & Systems** - Comprehensive review and outline of implementation of all procedures and systems used as a part of the CPS School Improvement Model. This phase also includes the review of training packages for any new or revised procedures, which are identified.
- **Project Management & Controls** - This phase of the program is related to the methods for managing projects, managing risks, and percent work completion during each phase of implementing the CPS Whole School Improvement Model. In addition, how to develop and manage projects and appropriate identify and manage risks are outlined
- **Communications** -The appropriate communication of school improvement goals and progress to achieving these goals is essential to the success of the school. Training in how to conduct meetings and resolve issues with all constituent groups.
- **Startup Readiness** - Startup plans refer to the specific start-up plans and procedures for each of the stages of school start-up during Phase 0 of implementing the CPS Whole School Improvement Model.

iv. Describe how the applicant will work with the LEA, the teachers' union, and, as applicable, other organizations to design and implement a fair and consistent method to evaluate staff.

For existing staff, the CPS Office of Human Capital employs an established teacher and non-teacher system of evaluation for all school personnel. To assess competency and effectiveness, principals are required to use the CPS Teacher Evaluation Plan and Handbook of Procedures, which includes narrative and context for each stage of evaluation, as well as remediation plans for those individuals in need of development. These procedures are implemented annually according to the statutes outlined in the 2013 Collective Bargaining Agreement, a contract between the Chicago Teacher's Union and Chicago Public Schools.

For schools entering Phase 0, following the Board's final determination for them to become Turnaround schools, certain non-negotiables are implied as part of the federal guidelines on Turnaround practices:

- Removal of existing principal, replaced with an Incubation Principal who reports to the School Improvement Officer
- Removal of all staff, with existing staff having the opportunity to apply for a position similar or advanced

Although no state or federal guidelines require, the Office of School Turnaround conducts an assessment of each Phase 0 teacher to assess their skills and abilities. Existing Turnaround principals and members of the OSI Teaching and Learning team are deployed as subject matter experts (SMEs) to visit each teacher's classroom to do a 20-25 minute observation.

Teachers are rated according to seven criteria:

- Content
- Instruction
- Instructional Activities
- Classroom Management
- Communication
- Materials
- Assessment

The result of each observation is added to the candidate's recruiting file and is revisited during the final stage of candidacy. Despite this initial review of the Phase 0 teacher, individuals still proceed through the remainder of the hiring process; stated differently, a poor rating on the classroom observation does not preclude a teacher from hiring consideration. Each Phase 0 staff person must self-select participation in the hiring process in order to be considered. The OSI Human Capital team then ensures that every current staff person has the opportunity to interview, bypassing both the phone and resume screenings. Additional tools to rate the building staff include observations, student interactions, student focus groups and informal feedback.

3E. Professional Development

i. Explain how the applicant will assess and plan for the training and professional development needs of the staff. Include information about standard components of the professional development design and the areas that will be customized to fit the school and district.

A primary function of the Office of School Turnaround is to build capacity in its school staff to implement and sustain rapid school improvement through a short-term infusion of resources.

An essential component of this process is an intense concentration on building personnel capacity through professional development. The Office of School Turnaround leverages a number of external professional development providers, including the CPS Office of School Improvement to create relevant and tailored support to each Turnaround and Transformation school. The Office of School Improvement's Professional development unit implements and manages the one month-long summer professional development for new Turnaround and Transformation schools; quarterly area-wide professional development sessions at existing schools; and creates productized online modules for ease of access and reference as new schools are added to the Turnaround and Transformation portfolio.

The Professional Development unit roots practices in context, process and content. The goals of professional development are to first review the data showing which areas of instruction and other school related areas need improvement, identify what barriers exist that may hinder performance and strategize on how to remove said barrier, identify the desired results, determine evidence acceptable to confirm the desired results, and then plan learning experiences and tailored instruction that result in defined success.

Context Standards

- Staff development that improves the learning of all students:
 - Organizes adults into learning communities whose goals are aligned with those of the school and district. ([Learning Communities](#))
 - Requires skillful school and district leaders who guide continuous instructional improvement.(Leadership)

- Requires resources to support adult learning and collaboration. ([Resources](#))

Process Standards

- Staff development that improves the learning of all students:
 - Uses disaggregated student data to determine student needs and adult learning priorities, monitor progress, and help sustain continuous improvement. ([Data-Driven](#))
 - Uses multiple sources of information to guide improvement and demonstrate its impact. ([Evaluation](#))
 - Prepares educators to apply research to decision making. ([Research-Based](#))
 - Uses learning strategies appropriate to the intended goal. ([Design](#))
 - Applies knowledge about human learning and change. ([Learning](#))
 - Provides educators with the knowledge and skills to collaborate. ([Collaboration](#))

Content Standards

- Staff development that improves the learning of all students:
 - Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. ([Equity](#))
 - Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. ([Quality Teaching](#))
 - Provides educators with knowledge and skills to involve families and other stakeholders appropriately. ([Family Involvement](#))

During the academic year the Office of School Improvement professional development unit facilitates a detailed professional development agenda, led by the Assistant Principals for Student Development, Intervention and Teaching & Learning, emphasizing these core components:

Training

- More specific training in areas of specialization and new responsibilities
 - Grade Level Teams: extensive training for team lead and training for all team members as well
 - Special Education Staff: Working knowledge of state and federal laws that guide special/general education guidelines
- Supplemental professional development and support as needed

Time

- Adequate time to develop plans according to building needs
- Thoughtful planning about who should participate and to what extent based on staff interest and skill sets
- Adequate time for necessary members to participate in the planning committee prior to and throughout implementation

Resources

- Access to evidence based interventions
- Data tracking system
 - Must be accessible and understandable for all parties
 - Balance of effective communication without repetition of documentation
- Assessment tools for universal screening & progress monitoring
- Financial compensation for leadership roles (GLT team lead)
- Consultants for expertise outside of staff skill set

Administrative Support

- Principal should wholeheartedly endorse the process and adopt the perspective of doing “whatever it takes”
- Assign an administrator to oversee and assist the work at every grade level
- Communication between administrators
- Provide clear and consistent messages
- Commitment to using research-based intervention strategies in teaching and learning

Culture

- Make the following ideological shifts:
 - From a focus on Teaching to a Focus on Learning
 - From Working in Isolation to Working Collaboratively
 - From Focusing on Activities to Focusing on Results
 - From Fixed Time to Flexible Time
 - From Average Learning to Individual Learning
 - From Punitive to Positive
 - From "Teacher Tell/Student Listen" to "Teacher Coaching/Student Practice
 - From Recognizing the Elite to Creating Opportunities for Many Winners
- Celebrate staff success
 - Tips for incorporating Celebration into the Culture of a School
 - Explicitly state the purpose for attending to the need for celebration
 - Make celebration everyone's responsibility
 - Create opportunities for lots of winners
- Effective strategies for shaping culture include:
 - Articulating, modeling, promoting and protecting the shared values that have been identified
 - Systematically engaging staff in reflective dialogue that asks them to search for discrepancies between the values they have endorsed and the day-to-day operations of the school
 - Inundating staff with stories that reflect the culture at work
 - Celebrating examples of shared values and progress in the improvement process

Staff buy-in/availability for participation

- Leadership within an environment that fosters collaboration and collegial involvement

- Faculty/staff willing to consult, problem-solve, provide honest and constructive feedback
- Negotiation of responsibilities against other roles of staff
- Administration respectful of limitations about skill set and time when distributing responsibilities
- Staff participation in planning and development to build ownership

Team Structure

- Means to address student concerns and match students to support
- Team lead has access to professional support
- Teams consist of 8 to 14 permanent members.
- Teams follow a specific and structured meeting schedule
- Manage stress level within the team through mental health support
- Team Lead connects with the AP or Principal for follow-up to further success in the POD and address weaknesses

PD	Frequency	Participants	Description
Teacher institute days	Monthly	All staff	Topics vary- See possible topics below
Online training modules	As needed	Varies per topic	Topics vary- See possible topics below
“Weekly” professional development sessions	Whenever there is a week with 5 student attendance days	All staff	Topics vary- See possible topics below
Summer Foundations professional development program	One time three-week session	All staff	The entire staff learns about policies and procedures, performance management, community schools model, the history of the school community, culture of calm, classroom management, RTI, data analysis, gains testing, inclusive education, unit and lesson planning, crisis management, and technology.
Instructional leadership team meetings	Weekly	Assistant Principal for Teaching and Learning and Academic Department Chairs	Teams learn how to define problems of practice; use data to inform school curricula, help teachers analyze data during department meetings, look at student and adult work, and use critical friends groups to improve practices.
Academic	Weekly	Academic	Teams learn how to define problems of practice, use data

department meetings		Department Chairs and the teachers in their departments.	to inform instruction, look at student and adult work, and use critical friends groups to improve practices.
Teacher Collaborative Teams	Weekly	Teachers who teach similar subjects	Teams meet to discuss instructional practices, share student work, monitor student progress, read/discuss professional materials, share best practices, plan units and lessons, create formative and summative assessments, brainstorm ways to differentiate instruction, analyze course level data, and make necessary modifications to curricula.
Academic coaching and consultations	Weekly	OSI Specialists or Academic Department Chairs	One OSI Specialist or Academic Department Chair observes each teacher and then meets with them to discuss their lesson design and execution strengths and developmental opportunities.
Instructional rounds	Monthly	All teachers	Small groups of teachers observe several classrooms looking for objective data related to a targeted problem of practice.
New Teacher Induction Program	Monthly group meetings and weekly sessions with mentors	First and second year teachers	First and second year teachers meet with an experienced teacher mentor weekly and attend monthly group PD sessions regarding culturally responsive teaching, integrating technology in the classroom, classroom management, using data to inform instruction, and subject area/content specific competencies.
SDI meetings	Bi-weekly	Assistant Principal for Student Development and Intervention and SDI team	Student Development and Intervention leads meet with the AP for SD&I bi-weekly to monitor fidelity and student metrics and engage in risk management. Activities of the Student Discipline, Attendance, and Counseling groups are fully reviewed.
POD meetings	Weekly		Cross-curricular focus. Freshmen Academy and SLCs take a close look at the performance of a smaller group of students in different academic contexts including the relationship between social-emotional issues and academic performance. The team members, who meet weekly, then share effective strategies with one another to modify instruction based on individual student needs.

Topics that will be addressed during the monthly teacher institute days, online training modules, and the weekly professional development sessions include:

- Data Analysis –How to use data to guide professional practice
- Data Informed Instruction – How to use test data to evaluate and drive instruction for improved student results
- Classroom Management- Relevant research-based classroom management strategies that address students' social-emotional needs
- Department/Grade Level Topics –How to meet the expectations and standards of practice for specific departments and grade levels
- Unit and Lesson Plans- How to improve
- Literacy – How to use literacy strategies to improve reading across all content areas
- Inclusive Education– Information about collaborative efforts to meet the needs of all students
- Culture of Calm –How restorative justice interventions can change school climate and culture
- Response to Intervention – Understanding the RTI progression to improve student success
- Technology Use – How to incorporate technology into the curriculum to help facilitate learners for the 21st century
- Policies and Procedures– School wide policies and procedures, implementation, and follow up that will increase stakeholder communication

ii. Describe how the applicant will evaluate the fidelity of implementation, quality, relevance, and utility of the professional development.

To assess the fidelity of implementation, the Office of School Turnaround leverages the expertise of the Professional Development Manager, an OSI staff member. The PD Manager coordinates the Summer Foundations training for each Turnaround and Transformation high school; utilizes the expertise of the school-based staff to develop online training modules for area-wide use; and supports the Director of Elementary Turnaround, Teaching & Learning Manager and Student Development Manager to develop out professional development topics, content and presentations. To ensure that the reach of the knowledge extends to the classrooms and other relevant school areas, several assessment methods are used:

Exit surveys. Participants are asked at the close of a professional development training to self-report on their:

- Understanding of the concepts and philosophy
- Ability to use new ideas to create new strategies or ability to implement newly learned strategies
- Perception of the trainer's organization, engagement and preparedness
- Need for additional supports or workshops

Evidence of changing practices. During classroom visits (for teachers) or other relevant settings for counselors, deans, etc., trained observers will assess staff implementation strategies to identify evidence of changing practices. For Well-Managed classroom visits, the Assistant Principal of Student Development & Intervention or Student Development Manager may look for use of corrective teaching strategies or student praise; for instructional classroom visits, the Assistant Principal of Teaching & Learning or members of the Teaching & Learning team will look for new instructional techniques, modification of previous unsuccessful strategies and changes in student performance.

Correlating data with feedback and observations. If the professional development is strategically aligned to the core needs of the staff and implemented effectively, then positive changes in student performance data are expected. For example, if the school identified a problem related to students being unable to do math problems that include fractions, a professional development training would then be implemented for math teachers, sharing strategies on effective fraction instruction. Teachers can take this new information back to the classroom and if implemented effectively, the school should see increased student ability to perform fraction math problems resulting in increased scores on various assessments.

3F. Organizational Capacity

i. Describe the applicant's organizational structures, financial stability and organizational capacity. Please include the type and number of schools that the applicant can serve.

The Chicago Public Schools has taken a national leadership role in the design and implementation of strategies to support the Turnaround and Transformation of low performing schools. CPS has built and has been applying many of the strategies promoted through the School Improvement Grant initiative for a number of years. CPS has been identified as a national model for support and implementation of the four federal school reform models. The United States Department of Education and Mass Insight Education, a nationally recognized leader in school reform research, through numerous national publications and events, have recognized this leadership role. Mass Insight Education stated in a December 2009 publication that "... Chicago [CPS] illustrates the closest match to an ideal organizational structure to support turnaround we've found in the country – they are the best existing model."

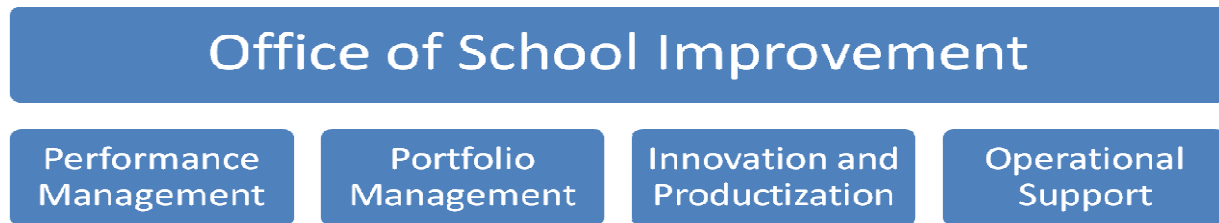
Chicago Public Schools is the third largest school district in the country, serving students in over 630 schools. Of the ninety-five schools classified as Tier I and Tier II by the Illinois State Board of Education (ISBE) in 2010, sixty-six (66) reside in CPS. , this including thirty-seven (37) Tier I schools, all of which are high schools. The number of schools that fall into the Tier I and Tier II category are too significant for the district to address in a single year, given the extensive amount of funds and personnel needed to adequately address the schools' deficiencies, so schools are carefully assessed to determine which ones need the most critical supports and those schools are placed into one of the four federal support models supported by the CPS Office of School Improvement. In 2008, CPS created the Office of School Turnaround to respond to schools with extremely low performance rates, developing Turnaround programs to address CPS' most distressed schools. The initiative began at the elementary level as a pilot in 2008 and expanded to two pilot elementary and three pilot high schools by 2010-11.

The Chicago Public School's Office of School Improvement

Before detailing the lead partner, the CPS Office of School Turnaround, it is important to fully understand the organizational structure to support lead partners in the District through the Office of School Improvement. Conceived in 2010, the Office of School Improvement (OSI) was created to house three of the four federal school reform strategies (Turnaround, Restart, Transformation) in one domain. OSI is comprised of four units working in concert to deliver the CPS Whole School Improvement Model (CPS/WSIM), with the Office of Transformation Support (OTS) leveraging resources from each unit to lead select elementary and high school transformation initiatives. The Office of School Improvement (OSI) provides oversight, operational support, and performance management to internal and external lead partners as the district prepares to expand the number of Tier I and II schools implementing one of the four identified federal school improvement models. The Officer of OSI reports directly to the CPS Chief Executive Officer. This reporting structure allows OSI to fully support lead partners to mitigate any risks to school improvement efforts facilitated by lead partners that are created by the bureaucracy typical of such a large organization as CPS. Massive reform cannot be successful with time delays caused by bureaucracy. Such reform efforts also involve controlled risk taking and accountability structures designed to coordinate and concentrate efforts. Therefore, OSI acts as an advocate for internal and external lead partners to navigate all district processes and quickly break down barriers to a swift and successful school improvement project.

The Office of School Improvement is staffed with recognized school improvement specialists, subject matter experts, and project managers who have had considerably successful experience in their field. Each of the individuals in leadership roles has documented successful

experience turning around low performing schools. The diagram below depicts the support divisions within the Office of School Improvement.



OSI manages each lead partner that is focused on a specific intervention model: The Office of School Turnaround, The Office of Transformation Supports, and External Restart and Transformation partners. The Office of School Turnaround and the Office of Transformation Supports are made up of teams of experienced and proven educators and specialists who provide the technical assistance, coaching, and training needed to implement the proven interventions. OSI also provides centralized support and resources for all internal and external lead partners by staffing experts on four key teams: Performance Management, Portfolio Management, Innovation & Productization, and Operational Support.

Performance Management Support: The centralized Performance Management team supports the school's performance management process in three critical areas: establish the rhythms of regular performance management sessions to create an integrated strategic planning and management system; to provide analytical support to review existing data and to create processes and procedures to collect data critical to monitoring success of the school, especially with the 9 leading indicators; and to establish the protocols to ensure a structured problem solving process is used to identify the root cause of issues, test hypotheses to address, select and implement a corrective action and monitor its success. The PM process is addressed in further detail in other sections of this application.

Portfolio Management: All internal and external partners working in the models of restart, transformation, and turnaround report to the portfolio group within the CPS Office of School Improvement. This group identifies lead partners to work in the Chicago Public Schools from the eligible ISBE lead partner list, based on their capacity to fully support a comprehensive school improvement process. The portfolio group will then manage all aspects of a lead partner's engagement with the school, including the development and management of a Memorandum of Understanding between the school, lead partner, and OSI. It is OSI that acts on behalf of the LEA. The portfolio group will be the primary management and accountability support for lead partners.

Innovation and Productization: The Innovation and Productization group within the CPS Office of School Improvement fully supports the implementation of comprehensive school improvement initiatives with a warehouse of supports, both internally and externally developed, aligned to the components of the CPS Whole School Improvement Model. The group is divided into four subgroups:

- Knowledge Management
- Teaching & Learning Supports
- Climate & Culture Supports
- Community School Supports

The Knowledge Management subgroup is responsible for developing and managing the extensive documentation aligned to implementation of the CPS Whole School Improvement Model. This subgroup takes existing program documentation and examines programs/supports to develop documentation. This documentation is developed in a systematic manner so the model can be easily replicated.

Each support subgroup has a manager who is responsible for all of the supports within their area. Each subgroup manages innovative initiatives and "products" from four sources:

- Commercial Vender Products

- Non-profit Organization / University Supports
- CPS Developed Programs & Supports
- OSI Developed Programs & Supports

The Innovation and Productization group within OSI acts as a “research & development” group for the District. In all areas multiple “products” are supported to ensure a portfolio of innovation is available for schools.

The internal lead partners, the Office of School Turnaround and Office of Transformation Support, leverage the resources of the Innovation and Productization group to implement the CPS Whole School Improvement Model. The OSI Portfolio group will evaluate the capacity of external lead partners to execute supports in each school improvement support area. In areas where the lead partner does not have internal capacity, the OSI Innovation and Productization group is leveraged to fill any gaps.

Operational Support: The operational support provided by the Office of School Improvement includes financial/budgeting and human capital. OSI has district financial oversight responsibilities, working closely with the CPS Office of Management and Budget, for all schools in improvement working with a lead partner. The office provides a streamlined process to support schools through the CPS budgeting process, giving much greater control to schools and lead partners, with OSI as an oversight body to ensure compliance.

The Human Capital Team (HC) of OSI supports the recruiting, identification, and hiring of all personnel required for schools, regardless of the lead partner. Once diagnostically determined interventions are established that require the hiring of new personnel, the Human Capital Group helps create job descriptions and job postings, then fully supports the principal in recruiting and hiring the newly required personnel. Any time a principal needs to make a replacement, the Human Capital group handles all of the logistics and

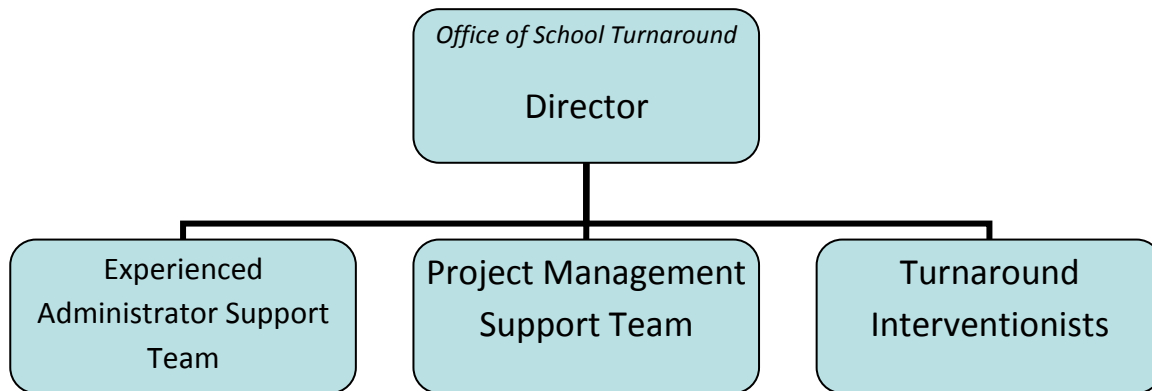
pre-screens candidates so the principal can focus on selecting the best candidate to align with the strategic vision of the school.

With internal lead partners, OSI HC will support recalibration of expectations for existing staff. As a pre-implementation activity for each Transformation school, the HC team will work with the school leadership team to recreate the job descriptions for every role within the school to set expectations that align with the strategic plan developed for the school's transformation. These job descriptions, will align with the Collective Bargaining Agreement, but will also set standards for setting high expectations for students, for creating a professional learning culture, and for using data to achieve both. In turnaround schools, this comes as a complete package aligned to the CPS While School Improvement Model.

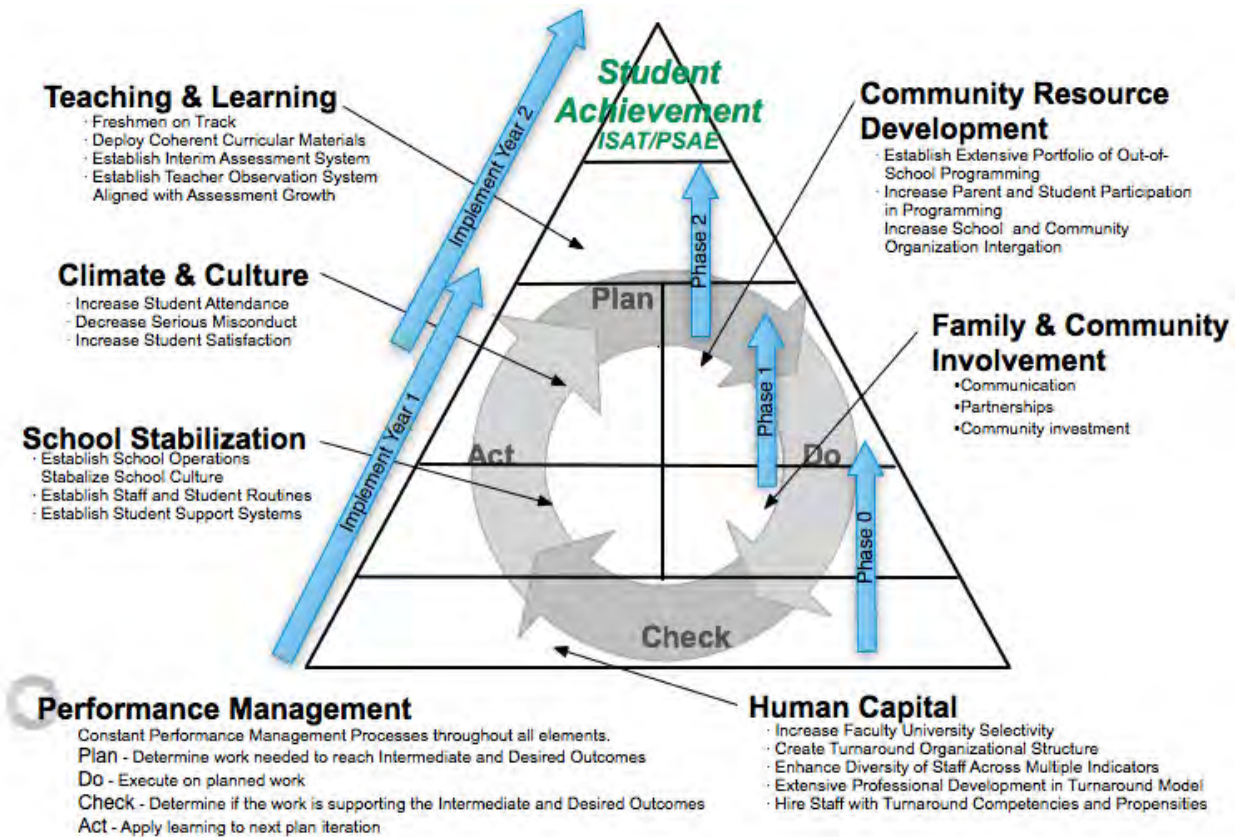
The Chicago Public Schools Office of School Turnaround

The CPS Office of School Turnaround (OST) was established in 2008 as an internal office to support the turnaround of CPS schools identified by the Board as low performing. Early results from the Turnaround efforts in three high schools and two elementary schools have been very promising with statistically significant growth in nearly every key performance indicators of student success. In 2009 the Office of School Turnaround was identified by the Board as a CPS "area" with all turnaround schools. The 640 schools within the Chicago Public Schools are divided into support "areas". There are 23 Area Offices - 17 elementary school Areas, 5 high school Areas, and one combined preK-12 area – the Office of School Turnaround (Area 29). The Areas incorporate two key educational teams, instruction and management, which work together to serve and support local schools, their students and their communities. Once a school is designated with the "turnaround" status the school is permanently placed with the Office of School Turnaround Area (Area 29), which manages all aspects of school support.

The Office of School Turnaround is staffed with a unique blend of personnel supporting the overall mission to be a powerful driving catalyst to school improvement in schools where the team is engaged as the lead partner. The group is a blend of very experienced school administrators who have documented experience leading successful school improvement efforts; project managers who are experienced leading complex projects; and, dedicated Turnaround Interventionists who are charged with supporting implementation of the various components of the CPS Whole School Improvement Model.



The Office of School Turnaround works with schools that have undergone a full reconstitution where the students stay, but new programs/supports and adults are brought into the school. The programs and supports are a comprehensive and fully aligned program driven from the research based CPS Whole School Improvement Model. The comprehensive implementation of the CPS Whole School Improvement Model leverages the considerable resources of the CPS Office of School Improvement Innovation and Productization group to select needed supports, based on a need assessment conducted at the school. The research based model is developed to comprehensively reform the existing school to quickly bring sustainable dramatic improvements to the “turnaround” school. The Model is depicted below.



To fully implement all aspects of the Model in a new turnaround school, the Office of School Turnaround acts as a project management organization (PMO), closely leveraging the considerable supports of the CPS Office of School Improvement as outlined previously in this section. Products and supports associated with the CPS Whole School Improvement Model are owned and managed by the CPS Office of School Improvement. The CPS Office of School Turnaround contracts for services with the CPS Office of School Improvement then maintains complete responsibility to ensure the Model is fully implemented in a new turnaround school through an intensive project management approach.

ii. Describe the non-negotiable commitments and decision-making authority the applicant requires to successfully manage the school turnaround model (i.e. autonomy over staffing, budgets, calendar etc.).

The Office of School Turnaround will completely manage all aspects of the school during the first two years of the project closely collaborating with the building administrative team.

Because the Office of School Turnaround is an internal lead partner and recognized “area” by the CPS Board of Education OST will maintain administrative supervision of all turnaround schools.

iii. Provide a summary of the qualifications of the staff that would be involved in the project and list their specific experience and success with school intervention efforts. Describe to what degree these staff will be involved in the day-to-day work with the district and school(s). In an appendix include one-page résumés for all individuals involved with the turnaround efforts.

The Office of School Improvement recruits staff from around the country with educational and project management expertise, seeking those passionate about urban education reform; those with the background and knowledge to build and execute strategies; and those who can garner support and create positive energy around high-stakes educational improvement. The Office of School Turnaround leverages the OSI HC group to staff all open positions. The Office of School Turnaround is an independent Area Office within CPS, but because they contract and leverage a number of supports from the CPS Office of School Improvement, both leadership teams are listed.

Office of School Turnaround Management Team

Randel Josserand, Interim Director – Office of School Turnaround
Krystal Rogers-Minter, Senior Project Manager
Glen McCarthy, Family and Community Engagement Manager

Office of School Improvement Management Team

Don Fraynd, School Improvement Officer
Lynne Moore-Nelson, Deputy Director for Operations
Randel Josserand, Director of High School Strategy & Execution
Rukiya Curvey-Johnson, Director of Elementary Turnaround
Gavin Doughty, Director of Performance Management
Cleo Aquino, Director of External Relations
Alfonso Tapia, Teaching & Learning Manager
Ellen Kennedy, Student Development Manager
Kurt Miller, Community Resource & Integration Manager
Erin Peterson, Professional Development Manager

Office of School Turnaround

Randel Josserand

Interim Director Office of School Turnaround (HS)

Randel Josserand has over twenty years of professional experience in education, primarily in educational administration and consulting. He has served as a building administrator, district school improvement consultant, school psychologist, and teacher for districts throughout the Midwest. Gaining a reputation as a school improvement expert, Randel led the turn-around of several underperforming schools and districts as a school administrator and consultant. These efforts received local, state, and national recognition.

Randel joined the Chicago Public Schools Office of School Turnaround in July 2008 after three years of providing consulting services to fourteen of the largest urban districts in the country. Prior to that Randel led a district of 7 schools, all identified on the Illinois Academic Warning List, to fully make AYP in only two years as the Assistant Superintendent. As a building Principal he led the complete turnaround of a school performing in the bottom 15% of the state to the top 10% in only three years.

Randel holds advanced degrees in Educational Administration, Educational Psychology, and Business Administration.

Krystal C Rogers-Minter

Senior Project Manager

Krystal Rogers-Minter began working with Chicago's urban youth in the fall of 2002 while completing her undergraduate studies. Increasingly becoming interested in urban education deficits through these student interactions compelled her to change her career focus, completing her Master's of Education- Instructional Leadership from the University of Illinois-Chicago in 2005.

Since that time, Krystal has worked in a number of capacities with a focus on urban youth: Teen REACH program manager; community resource manager and nonprofit director. In 2009 she began work with The New Teacher Project, assisting in the candidate identification and cultivation processes for Fenger and Harper high schools. In January 2010, she took the role of Hiring Manager for the Office of School Turnaround, successfully implementing hiring strategies for Marshall, Fenger and Harper high schools, and Fulton and Langford elementary schools. In September 2010, Krystal accepted the role of Senior Project Manager for the Office of School Turnaround, where she designs and implements structures to streamline effective school and organizational strategies. She has expertise in project, human capital and organizational management.

Glen McCarthy – TO BE ADDED

Family & Community Engagement Manager

Office of School Improvement

Don Fraynd, PhD

Turnaround Officer

Dr. Fraynd has been involved in the field of education for nearly 15 years, with seven years of experience in the Chicago Public Schools. He began his career as a teacher, assistant principal, and principal at several preparatory schools and served as the High School Turnaround Director

prior to his current position at CPS. During his tenure as Principal of Jones College Prep in Chicago, Dr. Fraynd led the school to a top-100 standing among high schools in the country. Additionally, Dr. Fraynd has published journal articles and conducted presentations on teacher hiring practices and building support for diverse communities. Dr. Fraynd has been recognized nationally as a “turnaround” expert by the United States Department of Education and several national, state, and local organizations.

Lynne Moore-Nelson – TO BE ADDED

Randel Josserand

Director of High School Strategy & Execution
(See above)

Rukiya Curvey-Johnson – TO BE ADDED

Gavin Doughty

Director of Performance Management

Mr. Doughty holds a Project Management Professional (PMP) certification from the Project Management Institute, and has special expertise in systems and process architecture and implementation. He has five years of experience as a project manager with CPS, first as the Enterprise Architect and Project Management Office Manager and now in his current role as the Director of Performance Management with the Office of School Improvement.

Cleo Aquino

Director of External Relations

Cleo Aquino manages the donor cultivation strategies, marketing and external relations for the Office of School Improvement. Ms. Aquino came to the Office of School Turnaround in September 2009 leading the operational unit, and transitioned to the External Relations Director role for the Office of School Improvement in August 2010. Cleo has extensive experience in project management, budget management, and human resources management.

Alfonso Tapia, NBCT

Teaching & Learning Manager

Alfonso Tapia has over 17 years experience in the education industry, beginning his career as an Apprentice Teacher at Dartmouth College followed by work with Harold Washington College training high school Spanish teachers. As a Nationally Board Certified teacher in Secondary and Elementary Teaching with Bilingual and English as a Second Language (ESL) endorsements, combined with expertise in creating culturally relevant pedagogy to increase academic achievement, Alfonso was welcomed to the Office of School Improvement as the Teaching & Learning Manager in September 2009. Alfonso manages the Teaching & Learning unit for the Office of School Improvement, supervising a team of specialists housed at Turnaround high schools to support teacher instructional development.

Ellen Kennedy

Student Development Manager

Ellen Kennedy has 10 years of experience in the education industry. Her work in education began as a school social worker in a therapeutic day school for students with severe emotional and behavioral problems. She held various administrative roles in both therapeutic day schools

and in Chicago's charter school environment. Her work included: human resources, fund-raising & development, community relations, student recruitment and enrollment, school-start up, and assistant principal functions. Ms. Kennedy began working with the Office of School Turnaround in July, 2008. She is a graduate of the University of Chicago's School of Social Service Administration (SSA). She holds Type 73 and Type 75 certifications.

Kurt Miller

Community Resource Development Manager

Kurt Miller has been with Chicago Public Schools since 2005. Currently, Kurt is a member of the CPS Office of School Turnaround and Transformation team where he began as a High School Strategy Manager and now works as the Community Integration Manager for Community Resource Development. In conjunction with school leadership, he manages and establishes extensive portfolios of out-of-school programming as well as works to increase parent and student involvement in programming.

Kurt began his tenure with Chicago Public Schools by working as a Project Manager on the High School Transformation project; an initiative funded by the Bill and Melinda Gates Foundation. Prior to CPS, Kurt worked for Employment & Employer Services, Inc. for five years as the Director of Operations for CDHS and CHA funded initiatives. Kurt holds a Master's of Arts degree in Training and Development and a Bachelor's of Science degree in Criminal Justice from the University of New Mexico. Kurt also spent a few years overseas in Australia where he played professional basketball. Kurt originally hails from Ogden, Utah and has lived in Chicago for the past ten years.

Erin Peterson

Professional Development Manager

Ms. Peterson has nearly 10 years of experience in the field of education including managing the development of online learning tools, producing instructional videos and cartoons, delivering professional development seminars, and creating interactive behavior change learning tools. She recently joined the Office of School Improvement as the Professional Development Manager where she is responsible for managing the delivery of high quality professional development at all CPS Turnaround and Transformation Schools

3G. Subcontractors

i. Identify the subcontractors and partnership organizations that the applicant will use in the implementation of its program. Information on each proposed subcontractor must be provided in accordance with #5 of the Contractual Terms and Provisions (Appendix A) of this RFP.

The Office of Transformation Supports' ability to implement the CPS/WSIM at CPS high schools targeted for intervention is based on securing of funds through the 2011 application for ISBE School Improvement Grant awards. Below is a developing list and description of supporting partners currently being engaged at different levels regarding potential partnerships; however, no formal contracts will be created until/unless funds are awarded to the schools where each supporting partner is proposed to provide services.

SGA Youth and Family Services

SGA's community schools initiative provides a comprehensive array of services coordinated through local parks, libraries, faith based institutions, community based service providers that have programs designed to stimulate and engage students. Services include: parent education seminars, recreation for students and parents, physical and mental health services, computer classes, tutoring, violence prevention and intervention family literacy/advocacy, and arts and crafts. Services are provided before and after school, evenings, and weekends based on family needs.

SGA also provides Juvenile Justice Services, student school based counseling and mentoring, substance abused and prevention services, teen and parenting and family life services. SGA utilizes the Tier 1 and Tier 2 approach in providing school based services to youth throughout the Chicago Public School System. Tier 1 services are provided to students and faculty as needed and based on the recommendation of the school administration. Tier 2 services are provided through a number of SGA's school based programs utilizing several different and all Tier 2 services are provided in group settings in addition to core instruction to those students for whom data suggest additional instructional support is warranted.

Areas of Whole School Transformation Model addressed: Climate and Culture, School Stabilization, Family and Community Involvement and Community Resource Development.

Children's Memorial Hospital

The Community-Linked Mental Health Services Program (CLMHSP) is a joint program of the Department of Child and Adolescent Psychiatry and the Children's Memorial Hospital Injury Prevention and Research Center. The project's mission is to develop collaborative relationships with schools and community agencies that work with youth with the goal of promoting resilience and social/emotional competence and increasing accessibility to high-quality mental health services for at-risk young people. This focus also includes collaborating to promote and address the broader public health needs of children and adolescents related to behavioral health, prevention of violence, and the impact of exposure to violence and trauma.

CLMHSP has a long history of work within CPS to address the impact of trauma on students and help prevent violence. The CLMHSP consultation focuses on model development to encourage further collaboration between mental health resources in the school and community; further coordination of all school personnel in recognizing social-emotional needs of students (including those students returning to school following suspension, involvement with juvenile corrections, and inpatient hospitalizations); development and implementation of a problem-solving or CARE team model in which selected staff are trained in the identification and screening of students who need additional intervention and receive training and technical assistance for the supported implementation of evidence-based Tier II interventions to address the impact of trauma and violence prevention; collaboration with community-based agencies to facilitate parent and community engagement and to address barriers related to the stigma of mental health issues and treatment; and continued focus upon educating the entire school community regarding the impact of exposure to violence and trauma, as well as strategies for addressing the community's needs and engaging in violence prevention.

Areas of Whole School Transformation Model addressed: Climate and Culture, School Stabilization, Family and Community Involvement and Community Resource Development.

The College Review Board

The College Board helps teachers to understand the relationship between the College Readiness Standards (CRS), the EPAS program, the PSAE exam and classroom instruction.

The first part of this work evolves demystifying the EPAS program and explaining the connection between the PSAE and the EPAS and WorkKeys Programs. Most classroom teachers have very limited understanding of these connections. Most teachers, once they learn these connections, are more directed in their efforts to incorporate these skills in their classroom through curriculum design and classroom practices. This, in turn, fuels the potential for school-wide improvement by improving student skills that that will make for test success. Exposing teachers to the Alignment Project and helping them to see which components of it they can readily embrace to aid in curriculum improvement.

College Board experience with aligning the CRS within an integrated, interdisciplinary curriculum provides a number of models for curriculum design and sequencing. Once a school embarks on this work, College Board provides support to keep them focused on their goals and provide suggestions as to how they can reach them. Knowing the test from the position of the test writer provides teachers with the expertise necessary to acquire a deeper understanding of the questioning techniques and test design which are employed in the EPAS program. College Board's unique set of skills (teacher-test coach-test writer-curriculum designer) can assist teachers in their efforts to analyze and interpret their interim test results, plan appropriate re-teaching work, and design classroom activities. Throughout this process, they guide and support these teachers as they try to balance the content demands of their curriculum and the necessity to address skills acquisition in the work they do with their students.

Areas of Whole School Transformation Model addressed: Student Achievement Gains, School Stabilization

GAINS Education Group

GAINS Education Group, headquartered in Schaumburg, Illinois, was founded in 2005 by Dr. Timothy Schaap, Dr. Marilyn Kulieke, and Peiyu Lin to support schools and districts in their efforts to use achievement data to improve student learning. Strategies utilized by GAINS include: preparing for test administrations; customized scanning, storage and reporting; developing and validating formative and summative assessments; and professional development.

In 2005, Dr. Schaap opened offices for GAINS Education Group and began working with schools across Illinois. In 2008, as a result of a grant from the Community Trust Foundation to the Chicago Public Schools, GAINS worked with teachers to develop interim assessments based on the ACT's college readiness standards (www.act.org/standards). Dr. Kulieke began implementing interim assessments with six Chicago Public Schools as a part of a project with New Leaders New Schools. By December 2010, GAINS worked with over 40 CPS high schools, and many others throughout Illinois. GAINS has significant experiences in formative and summative assessment (including interim and classroom formative assessment), research and evaluation, and school improvement planning.

Areas of Whole School Transformation Model addressed: Student Achievement Gains, School Stabilization, Climate and Culture

New Teacher Center-Chicago

The New Teacher Center Induction model requires a strong partnership with site administrators around issues of new teacher support. The New Teacher Coach would be expected to check in regularly with each school's principal to ensure that the work with the new teachers is responsive to the instructional priorities of the school. Whenever possible and appropriate, the New Teacher Coach could attend site meetings, professional development offerings or grade level/subject area meetings.

The New Teacher Coach would be regularly present in the new teachers' classrooms to observe instruction and student learning, to collect observation data, and, when appropriate, to assist in the delivery of instruction. Although building a strong, trusting relationship is an essential component of an effective mentoring relationship, the focus of the coaching will be on advancing the classroom practice of new teachers. Issues of pedagogy, subject matter knowledge, the alignment of instruction with content and grade level standards, student assessments and local curriculum initiatives drive the mentor's work in response to the new teachers' developmental needs and instructional context. An additional service that NTC recommends is the development of a New Teacher Collaborative for reflective professional learning and inquiry into practice. As NTC has led in CPS for several years now, NTC would build a network of novice teachers across the SIG-funded sites to engage in professional learning, problem-solving, and mutual support. These monthly learning opportunities would be led by the New Teacher Coach.

Areas of Whole School Transformation Model addressed: School Stabilization, Climate and Culture, Student Achievement Gains

CITY YEAR

City Year's youth service corps is one of the largest in America, with initiatives tailored to meet community and school district needs.

Corps members serve in schools as:

- Tutors
- Mentors
- Role Models
- Leaders of After School Programs

As near-peers, corps members are uniquely able to help improve student **attendance**, **behavior** and **coursework** - which research confirms are indicators of a student's likelihood of graduating from high school. This school-based service is at the heart of City Year's Whole

School, Whole Child approach to helping students and schools succeed. Through City Year's Whole School, Whole Child service model, City Year deploys diverse teams of full-time corps members in schools to help students stay on track – and get back on track – to graduate.

In each partner school, these young leaders begin their in-school service before the first bell rings and stay until the last child leaves the after-school program by providing:

- academic support
- attendance monitoring and incentives
- positive behavior support
- after-school programming; and
- In-school programs and activities such as assemblies and celebrations that improve the overall school environment.

Areas of Whole School Transformation Model addressed: School Stabilization, Climate and Culture, Student Achievement Gains, Family and Community Involvement

UMOJA

Umoja partners with teachers and school leadership to cultivate faith in the capacity of all students to grow learn, and assume responsibility for themselves. For young people who have long been plagued by low academic and social expectations, these opportunities and relationships are essential to keeping them in school and building toward a positive future.

Umoja uses its holistic programming as a tool to:

- Motivate and engage students in academic success and discovery.
- Make certain students graduate from high school aware of their post-secondary options with a plan for achieving their college and career goals.
- Actively involve parents, families, and the business community in student achievement.
- Increase students' connections with themselves, their peers, and their community.
- Bridge the divide between the school and community by actively engaging students in leadership and community building initiatives.
- Provide intensive long-term post-secondary follow up with graduates.

Umoja works to develop students as learners and as leaders. Academic initiatives give students the chance to make connections between their current learning and the real world by connecting

the classroom to community issues. Umoja's model of service and leadership focuses on three areas: self-development, the development of a peer community in which students know how and when to act as leaders, and the development of an awareness of community issues and the means to address them. Through its college and career programming, Umoja exposes young people to a range of options and helps to reduce the sense of disconnection students often feel between their present and their future. Umoja defines a successful participant as one who increases his/her sense of possibilities, assumes increasing responsibilities for his/herself, and sees him/herself as an active citizen and committed leader in the school and community.

Umoja's offices are open during lunch periods, after school, school holidays, weekends, and all summer long for students to use computers, receive tutoring, and talk with peers and staff.

Areas of Whole School Transformation Model addressed: School Stabilization, Climate and Culture, Student Achievement Gains, Family and Community Involvement

Year Up

Year Up provides urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education. Year Up creates a one year intensive training and education program that provides high school graduates and GED recipients with a combination of Hands on skill development and corporate internship opportunities. The first six months of the program focuses

On technical and professional skill building, while the second six months focuses on applying these skills through corporate internships. Students also earn up to 18 college credits.

Areas of Whole School Transformation Model addressed: School Stabilization, Climate and Culture, Student Achievement Gains

Boys Town

Boys Town, a recognized national leader in providing structure and professional development to schools in the development of a stable school learning environment, based on restorative justice

and positive personal interactions. The heart of the Boy's Town Well Managed Classroom model lies in their [Integrated Continuum of Care](#), which serves nearly 370,000 at-risk children and families each year across the nation. The Continuum is unique and provides a tightly integrated spectrum of [research-proven](#) services based on the consistent delivery of the [Boys Town Model](#). The Boy's Town Model provides a comprehensive program with supporting professional development for staff to create a school climate and culture that is conducive to learning. Specifically, Boy's town will provide 4 Well Managed Classroom Administrative Workshops, sixteen visits by Boy's Town consultants, and the Boy's Town Intervention Training. This model works in a train-the-trainer approach.

The Boys Town Model contains the core principles and values of their approach to child care and is the foundation for all services provided through their integrated Continuum of Care. The Model delivers a consistent structure for the treatment they provide to children and families and, through years of research, has been shown to deliver significant, lasting, positive results.

Areas of Whole School Transformation Model addressed: School Stabilization, Climate and Culture, Student Achievement Gains

Asset Based Community Development (ABCD) Institute

Building community capacity is at the heart of ABCD's work. ABCD engages directly with community groups to support their asset-based community development efforts.

The Institute and its affiliated faculty also participate in an array of local, regional, and international conferences and workshops as keynote speakers, workshop and training facilitators, technical support providers, and learning participants. Using a community-based participatory research approach, ABCD partners with community residents and other local entities to conduct **research** that helps prepare members to achieve their own community building objectives. ABCD also works with community groups, non-profits, and an array of

other institutions to evaluate asset-based community development projects, working directly with **students**, Northwestern faculty, and other organizations. ABCD contributes to the development of the next generation of engaged civic leaders and community builders.

Areas of Whole School Transformation Model addressed: School Stabilization, Climate and Culture, Student Achievement Gains, Community Resource Development

Center for Educational Leadership and Technology (CELT)

CELT's vision for using technology to improve teaching, learning, and educational management has evolved based upon contemporary education reforms and emerging information technology trends.

CELT is constantly moving forward and developing new programs and services to address high priority needs of the field including assisting states to harness technology in order to meet the requirements and challenges of the No Child Left Behind legislation as well as specific school district or community level education reform and federal e-rate program initiatives.

Founded in 1991, CELT is a highly respected, nationally and internationally recognized Information Technology (IT) Architect and Learning/Business Systems Integrator for P-20 education.

Throughout its existence, CELT's primary role has been to assist educators, government leaders, and community organizations in linking 21st century education reform with information-age technology tools that support teaching, learning, and management. As an information technology architect, CELT researches, plans, and helps implement technology solutions from an instructional, technical, and management perspective.

CELT's IT planning model has been nationally validated by the U.S. Department of Education. This planning and assessment model entails a set of integrated data collection and needs analysis techniques that enable CELT to present information and findings systematically and validate them through interactive processes with key stakeholders at all levels of the

organization. CELT's architecture services and implementation/ procurement strategies build on this planning model with industry best practices and proven methodologies.

Areas of Whole School Transformation Model addressed: School Stabilization, Climate and Culture, Student Achievement Gains

Youth Guidance

The Community Schools initiative brings together the academic and social support structure needed to ensure that all students can succeed by offering programs to students and their families before, during and after the traditional school day.

In this way, the Community Schools initiative makes Chicagoland public schools a community that offers year-round, beyond-the-school-day, activities that reinforce the school's educational programs as well as strengthen relations between parents, children, teachers and school staff.

The undertaking of the Community Schools program is accomplished by engaging families in programs they help design, which opens the schools to families for 12-20 more hours per week than the conventional school schedule would otherwise allow.

The programs that take place through the Community Schools project are designed to support the school's academic programming and expand services offered within Chicago communities.

The programs offered through YG's Community Schools initiative vary, but all offer a combination of academic enrichment activities for students, which range from student technology training to art enrichment activities, recreation, and health services. Also, adult education is made available for older family members. Community Schools improve access to various academic and non-academic programs for children and their families, which further improves relationships between teachers, parents, and school personnel; this assists in creating a mutually supportive environment where classroom and social support services work together, enhancing students' academic achievement and quality of life.

Areas of Whole School Transformation Model addressed: School Stabilization, Climate and Culture, Student Achievement Gains

New Leaders for New Schools

Through their rigorous selection process, intensive training program, and ongoing support, New Leaders for New Schools provides a pathway for current and former educators to become outstanding principals of urban public schools. Employing a wide range of recruitment strategies and a highly rigorous admissions process,

New Leaders identifies and admits outstanding individuals from diverse backgrounds, experiences, and perspectives. The Selection Criteria are competency-based, and leaders are outstanding and diverse in every respect. Two-thirds of the leaders are people of color, ranging in age from 26 to 60, and all represent diverse professional backgrounds. United by a common thread of values, expertise, and drive, New Leaders continuously recruit and select current and former educators who demonstrate:

- An unyielding belief and sense of urgency to ensure all students achieve academically at high levels
- A relentless drive to lead an excellent urban public school
- Instructional expertise in a K-12 classroom
- Exceptional leadership skills
- The ability to achieve in the face of obstacles

While all of the leaders have prior teaching experience, half come directly from the school systems with which they partner and half come from outside, representing diverse, successful backgrounds in schools, universities, companies, non-profit organizations, and foundations.

New leaders are:

- Veterans of the system who have a record of instructional leadership: teacher leaders, grade-level chairs, school leadership team members, and professional developers
- Former teachers who went on to run non-profits and/or for-profits and want to combine their teaching and leadership experiences
- Former business and non-profit leaders who became teachers
- Young leaders who have demonstrated they can deliver results in a short period of time

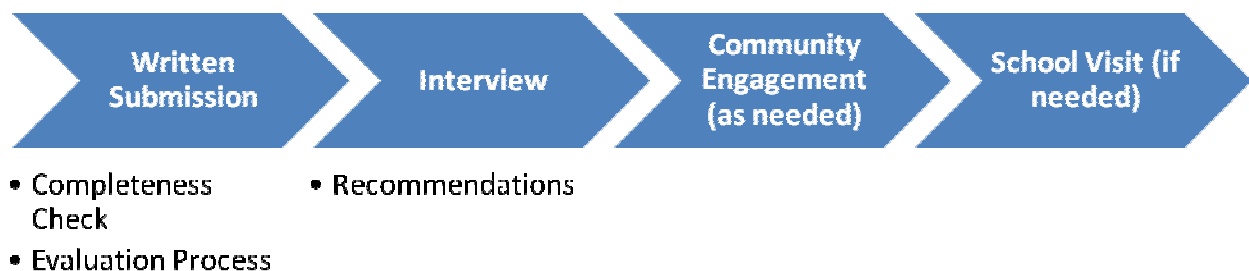
Areas of Whole School Transformation Model addressed: School Stabilization, Climate and Culture, Student Achievement Gains, Human Capital, Family and Community Involvement, Community Resource Development

ii. If the applicant proposes subcontractors, provide evidence that the applicant has carefully vetted the providers and programs and obtained reasonable assurance of their efficacy.

The Office of School Improvement (OSI) including both Office of Transformation Supports (OTS) and Office of School Turnaround (OST) leverages a process created by the Office of New Schools (ONS) to vet new school applicants. [Reference: <http://www.cps.edu/NewSchools/Pages/Process.aspx>].

The process is designed to be open, transparent and rigorous to identify quality Partners who are qualified to support the Turnaround or Transformation of a school within Chicago's high need communities.

Applicants will participate in a multi-step process that includes a written submission, comprehensive panel interview and community outreach and engagement activities (as appropriate). As part of the review process, OSI also reserves the right to conduct a school visit to any schools in which the Partner currently operates.



Written Submission – The written submission will be customized based on the services that the Partner will provide to the school community. A comprehensive application would include:

- **Executive Summary**
- **Education Plan.** The Education Plan should outline the proposed school's educational philosophy, instructional methods, assessment plan, and professional development strategy, including:
 - *Curriculum and Instruction.* Including: Curriculum Map and Summary, Track Record of Proposed Curriculum, Curriculum Development Plan, Assessing Student Needs, Remediation, Accelerated Learning, Instructional Strategies

- *School Culture and Climate*. Including: Description of Culture, College Readiness, Social and Emotional Needs, Parent Involvement, School Calendar/Schedule, Policies
- *Assessments and School-wide Data*. Including: Educational Goals and Metrics, Student Assessment Plan, Data-Driven Programs and Instruction, Operational Goals and Metrics
- *Professional Development Program*. Including: Professional Development, Teacher Induction, PD Calendar, Program Evaluation
- *Professional Culture*. Including: Professional Culture, Evaluation
- *Student Recruitment Strategy*
- *Serving Specialized Populations*
- **Community Engagement Strategy**
- **Leadership**. Including: Team Capacity, School Governance and Oversight, Leadership, Staffing Plans, Leadership Team beyond the Principal
- **Operations**. Including: Finances

Completeness Check – OSI will conduct a completeness check to ensure that each application includes all required questions, attachments, and forms.

Review Process – All proposals will be reviewed by a team of individuals, external partner organizations and additional local and national experts, as needed. The review team will utilize a rubric with criteria based on research based best practices for achieving dramatic school improvement. The rubric will be made available to applicants. Where needed, the review team may request additional information to ensure compliance with state or CPS requirements or sections that require further clarification.

Comprehensive Evaluation Team (CET) Interviews – The interviews will be conducted by the review team. The potential Partner is asked to invite a team to the interview who will be able to collectively speak to every aspect of the proposed services. The interview will be structured to allow a 5 minute opening statement by the partner which will be followed by a question and answer sessions based on concerns, clarifications, and follow-ups noted during the review of the written application.

Community Forums – As appropriate, applicants who meet all of the selection criteria may be asked to present to the school community. The presentation will include an overview of the

proposed support and will be followed by questions from the audience. Community members will be provided with comment sheets to collect input. These comments will be considered during the review process. .

Recommendations - The interview panelists will be asked to make recommendations to CPS supported by the strengths and challenges of the application based on both the written submission and the interview. Feedback from the community will be included in the decision making process.

3H. Sustained Improvement - Randel

i. Identify how the applicant intends to phase out the need for its services so that full management of the school can be returned to the school district after the three-year grant period with adequate capacity to sustain the improvements and growth made over the course of the intervention.

During years one and two of Turnaround, 100% of the additional supports are funded, and beginning in year three persisting through year five, resources are slowly withdrawn. The goal is that through the efforts of the CPS/WSIM, the additional funds and resources have built structures and operational procedures that the school is equipped to implement and follow. From the onset, the CPS/WSIM focuses on capacity that can be left with the school after the grant period ends. Turnaround schools participate in constant progress monitoring in the different areas of the school to quickly address/remedy issues, pushing growth trajectory and



accelerating that particular system to functional recovery. Staff at all levels will be highly trained to perform their roles within this new operational structure, with enough capacity having been built to train new staff in these new practices as they are onboarded. Sustainability can only be assured if the LEA has a vision that extends 4-6 years beyond initial implementation. As the

years progress, the expectation is that substantive change will occur and that change cannot be dependent on the additional supports that the grant provides.

To ensure that schools are prepared to high levels of self-sufficiency following the 4-6 year CPS/WSIM implementation, the Office of School Turnaround heavily resources operations and structures that support:

Building Leadership Capacity

Through the first two years of Turnaround, school leaders will participate in the Leadership Development Academy. Principals, assistant principals and mid-level leaders participate in a series of course offerings focused on the six core competencies identified by the Office of School Improvement. The model requires an additional Assistant Principal that is supported through year four with District funds. All Assistant Principals are trained to be successful in their roles, but also developed to move into Principal positions. Each Principal has an identified replacement in training as part of the model. A full mentor and support network is established in year one and maintained moving forward.

The same support structures will remain in place as described for years 4 and 5, with the exception that CPS-allocated funds for the Assistant Principal being removed in year 4.

Activities:

- **Year 1** - extensive introductory training occurs for school leadership teams through OSI's Leadership Development Academy. Books, workshops, retreats and focused activities help teams gear up for new school implementation.
- **Year 2** – intense focus on expanding the team's skill base and combining that with implementation as they acquire additional experience. Participants will use case studies and will develop their own case studies based on their most pressing problems.
- **Year 3** – focus on polishing the skills learned and moving the team toward self-training and development. In year three, training becomes very differentiated based on unique challenges faced, and taught how to find/create solutions/resources as part of a fully functioning professional learning community.

Ensuring Operational Effectiveness

Through the first three years of CPS/WSIM implementation, a culture of school improvement and strategic management procedures are put in place, including project management constructs and weekly performance management meetings where student and operational metrics are reviewed in detail and appropriate action steps are assigned to mitigate issues and risks. The school improvement planning, execution and monitoring system built into the first three years of delivery is the key foundational structure installed to raise school capacity to sustain improvement initiative. School Improvement Plans are constructed in 2-year cycles, but continue to be executed through 30 and 90-day implementation plans. These operational structures will remain during years 4 and 5.

Activities:

- **Year 1** – school-based performance management (PM) system combines monitoring operational effectiveness, aligning resources and support systems. These weekly exercises in data analysis and decision making are manifested through one-hour school-based meetings where accountable school staff are brought together to discuss and problem solve.
- **Year 2** – an extensive evaluation of the effectiveness of the school-based meetings is conducted in the form of surveys and focus groups. OSI then customizes training to address the recognized needs. OSI PM Analysts continue their data analysis support, but the principal also identifies several key people in the school community to be trained to continue the work in year 3.
- **Year 3** – PM managements shifts to the school with OSI personnel providing support. This cascading PM is monitored and tweaked as assistant principals and mid-level leaders fine tune their meetings. OSI PM support comes in the form of coaching, technical assistance and quality assurance against a PM rubric.

Resource and Support System Alignment

The District provides additional funds to support Turnaround schools that continue through year 4 following a planned scale-back, with 25% of the original funding available during that year. Year 4 funds are used to continue extra supports and personnel for

programs not yet ready to sustain within normal operating parameters. In addition to external support, CPS allocates 10% of funds needed to continue data-informed decision-making strategies in year 5 and beyond. Funding will continue extra support and personnel or programs not yet ready to self-sustain.

Activities – integrated in conjunction with Ensuring Operational Effectiveness.

Data-Informed Decision-Making

Each school will have fully established data review protocols from the school down to the individual student level. These protocols will be fully institutionalized throughout the first three years of implementation. Schools will have a robust data management system, provided by CPS. Fully aligned short-cycle assessments in the form of formative interim and common unit assessments will be fully in place. Area 29 will follow defined protocols to closely monitor each school's improvement efforts to ensure everything remains "on track" and will put interventions in place as necessary to maintain continuous improvement. These structures remain during years 4 and 5.

Activities – integrated in conjunction with Ensuring Operation Effectiveness.

Human Capital Strategy

Turnaround school employees will each have a clearly defined Career Path Plan developed with their supervisor following a defined process. Human capital development is a key to continuing school improvement efforts. The OSI Human Capital group will continue to recruit candidates for the school, but will also rely on candidates "grown" in the system. OSI HC embeds a robust system of personnel selection, training and retention throughout each school. This group also supports the principal with focus groups, as well as staff surveys on perception of operational functions and morale to

address any issues that may affect ability to retain high quality staff. Staff will be rigorously evaluated based on guidelines aligned to Illinois statute. These systems of support remain for the school during years 4 and 5. Following Turnaround implementation, remaining staff are more than adequately trained to perform in their roles or to take on more advanced roles.

Activities

- **Year 1** – OSI’s Human Capital (HC) unit manages the process of hiring all personnel related to the CPS/WSIM new school implementation, including national recruitment; candidate cultivation; group interview selection strategies; reference checks and offers of position. The unit leverages staff from existing Turnaround schools to serve as subject matter experts (SMEs) throughout the process as appropriate.
- **Year 2** – the PM process transparently shares performance data for individual staff members, as the performance traits of high functioning, average functioning and low functioning staff evolve. Classroom observations by coaches, turnaround interventionists, department chairs and administration are entered into a centralized coaching log that describes specific progress of the teachers teaching skills. Extensive professional development is provided in an ongoing way and the staff member’s willingness to change toward best-practices is weighed in decisions. Formal evaluations are based on these factors as the principal and assistant principals learn how to make HC decisions rooted in performance.
- **Year 3** – the Human Capital unit plays an ancillary role as school personnel are fully equipped to evaluate personnel and implement the seven-step hiring strategy.

3I. Outcomes-Based Measurement Plan

i. Define the realistic and attainable outcomes that will be achieved at the end of the three-year grant period as a result of an intervention.

The Office of School Turnaround will have a clear Memorandum of Understanding with the LEA agency, the CPS Office of School Improvement that will completely detail the exact smart goals and measurable student outcomes expected in every area of the CPS Whole School Improvement Model. The measurable outcomes below are not a comprehensive list, but the minimum components to be contained in the MOU. The majority of the Key Performance Indicator listed will have intermediate and leading indicators, which are not listed.

ii. Describe the measurable indicators of progress that will be used against those outcomes. Applicants are advised to refer to the Scope of Work section of this RFSP for a list of required accountability indicators.

Objective	Measurable Outcome
<p>1. Teaching & Learning</p> <ul style="list-style-type: none"> ▪ Select and implement aligned curriculum packages, establish processes for supporting the creation of aligned teacher-created curricula, provide protocols for implementing interim assessments, embed frameworks for analysis of student work, and help teachers design re-teaching plans to ensure that instruction is focused on appropriate skills mastery. 	<ul style="list-style-type: none"> ▪ Improve Student Achievement as measured by PSAE and EPAS Growth in the areas of English Language Arts/Reading, Math, and Science as measured by: <ul style="list-style-type: none"> ▪ A 10 percentage point increase in PSAE overall Meets/Exceeds by the conclusion of year 2, with an additional 5 percentage point increase by the conclusion of year 3. ▪ A 10 percentage point increase in PSAE ELA Meets/Exceeds by conclusion of year 2, with an additional 5 percentage point increase by the conclusion of year 3. ▪ A 10 percentage point increase in PSAE Math Meets/Exceeds by conclusion of year 2, with an additional 5 percentage point increase by the conclusion of year 3. ▪ A 10 percentage point increase in PSAE Science Meets/Exceeds by conclusion of year 2, with an additional 5 percentage point increase by the conclusion of year 3. ▪ Forty percent of students meet Freshman to Sophomore EPAS anticipated growth by the end of year 2, and 50% by the end of year 3. ▪ Forty percent of students meet Sophomore to Junior EPAS anticipated growth by the end of year 2, and 50% by the end of year 3. ▪ A yearly “Freshman On-track to Graduate” rate of 70% by the end of year 2 and 80% by the end of year 3, ▪ A yearly “Sophomore On-track to Graduate” rate of 70% by the end of year 1, and 85% by the end of year 2. ▪ Increase the graduation rate of first freshman class to the 60th percentile of CPS High Schools.

Objective	Measurable Outcome
<p>2. Human Capital</p> <ul style="list-style-type: none"> ▪ Ensure a highly qualified staff through personnel recruitment, candidate selection, personnel orientation, staff evaluation, and staff professional Development ▪ Ensure capacity is being built in the school to sustain 	<ul style="list-style-type: none"> ▪ Ensure the School is 100% staffed with only highly qualified teachers, under guidelines of NCLB by the end of year 2. ▪ Certificated and support staff demonstrates job competencies in a “meets or exceeds” category on approved evaluation instruments each year with appropriate steps taken for staff who do not meet standards. ▪ Average ratings of at least 3.8 on a 5 point scale for

improvement efforts through a highly aligned year-long Leadership Development Institute.	combined ratings of annual professional development. <ul style="list-style-type: none"> ▪ Building Leadership demonstrates job competencies in a “meets or exceeds” category on approved evaluation instruments each year.
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Objective	Measurable Outcome
3. School Stabilization <ul style="list-style-type: none"> ▪ Ensure that all individual school strengths and areas for improvement are identified through a robust school evaluation and needs assessment process. ▪ Ensure that the school is a safe learning environment for students. 	<ul style="list-style-type: none"> ▪ Development of a comprehensive three-year School Improvement Plan and supporting project plan by April of the year prior to implementation, with yearly up-dates by May of each subsequent year. This plan will be comprehensive and include all resources incorporated into the school.

Objective	Measurable Outcome
4. Climate & Culture <ul style="list-style-type: none"> ▪ Establish a climate and culture conducive to student learning by ensuring that students are immersed in a safe learning climate of high expectations. 	<ul style="list-style-type: none"> ▪ A 10 percentage point increase in yearly student attendance until a goal of 95% is reached; ▪ A 10% decrease in serious misconduct each quarter during the first year, and a 20% reduction in serious misconducts each year thereafter until the school is in the upper quartile of the District for low serious misconducts. ▪ An average 4.0 score on a 5.0 scale on a yearly post student climate survey starting in May of the first year.

Objective	Measurable Outcome
5. Family & Community Engagement <ul style="list-style-type: none"> ▪ Understand and integrate the needs of the larger 	<ul style="list-style-type: none"> ▪ A comprehensive Community Needs Assessment is conducted by September of the first year.

<p>community into school improvement efforts through community needs assessments, engagement events, outreach marketing efforts, and the establishment of regular rhythms of parent involvement and engagement.</p>	<ul style="list-style-type: none"> ▪ An average 4.0 score on a 5.0 scale on a yearly post Family and Community Engagement climate survey starting in May of the first year.
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<p>Objective</p> <p>6. Community Resource Integration</p>	<p>Measurable Outcomes</p>
<ul style="list-style-type: none"> ▪ Schools identify, coordinate and integrate new and existing community resources with school improvement efforts. 	<ul style="list-style-type: none"> ▪ A 25% annual increase in the percentage of students participating in extended school activities during the first year of implementation until a total of 70% of the total student population is reached.

PART I: Narrative Description

E. References**Leonetta C. Sanders, Principal**

William Rainey Harper High School

6520 S Wood St

Chicago, Illinois 60636

Phone: (773) 535-9150

Elizabeth Ann Dozier, Principal

Christian Fenger Academy High School

11220 S Wallace St

Chicago, Illinois 60628

Phone: (773) 535-5430

Kenyatta Marie Stansberry-Butler, Principal

John Marshall Metropolitan High School

3250 W Adams St

Chicago, Illinois 60624

Phone: (773) 534-6455

PART I: Narrative Description

F. Contractor's Qualifications

OST, an established department within Chicago Public Schools (CPS), has implemented and refined the Turnaround model in some of the poorest performing schools in the district. The Office of Transformation Support's mission is to lead the transformation of the district's lowest performing schools into high quality learning centers by: realizing and understanding past failures, maximizing internal capacity, developing and executing coordinated programmatic strategies, developing embedded relationships within the communities served, and establishing thought and funding partners within the nonprofit and corporate communities.

2. The qualifications and experience of the contractor and any staff assigned to the contract in performing work of a similar nature

Resumes to follow.

3. A list of all contracts including contract numbers that the contractor has had with ISBE during the past five years (Do not include contracts with public entities such as Regional Offices of Education, schools, etc).

Year	Program Code	Sub Program Code	Program
9	4339	90	School Improvement Grant - Section 1003(g)
9	4339	91	School Improvement Grant - Section 1003(g)
10	4339	1	School Improvement Grant (Section 1003g)
10	4339	2	School Improvement Grant (Section 1003g)
10	4339	3	School Improvement Grant (Section 1003g)
10	4339	4	School Improvement Grant (Section 1003g)
10	4339	5	School Improvement Grant (Section 1003g)
10	4339	6	School Improvement Grant (Section 1003g)
10	4339	7	School Improvement Grant (Section 1003g)
10	4339	8	School Improvement Grant (Section 1003g)
10	4339	90	School Improvement Grant (Section 1003g)
10	4339	91	School Improvement Grant (Section 1003g)
11	4855	11	ARRA-School Improvement Grant (Section 1003g)

2. The qualifications and experience of the contractor and any staff assigned to the contract in performing work of a similar nature.

Resumes to follow; this page left intentionally blank.

Randel Brent Josserand
 2527 S. Mary ST, Chicago, IL 60608
 312/480-6127
 randeljosserand@comcast.net

Summary of Qualifications

Results oriented educational administrator with a distinguished career building organizations, developing personnel, and developing learner centered educational environments with significant improvement of student achievement, parent and staff satisfaction, and instructional process. Proven abilities to develop, implement, and manage innovative instructional programs that generate long-term results. Extensive organizational reform experience changing the culture of districts/schools to data/research driven while meeting high expectations of instructional excellence. Demonstrated exceptional leadership abilities with the capacity to build, train, and mentor highly effective teams of administrators and staff.

More than 15 years of progressive leadership and management experience involving:

K-12 Administration <ul style="list-style-type: none"> ▪ Turn-Around Leadership / Change Management ▪ District & School Administrator ▪ Budget Development & Administration ▪ Public – Private Partnerships ▪ Relationship Building (Community/Staff) 	Continuous Improvement <ul style="list-style-type: none"> ▪ Data-Informed Decision Making ▪ Cognitive Science / Learning Styles / Instruction ▪ Curriculum Development / Mapping ▪ Research / Theory to Practice ▪ Best Practices Program Development ▪ Assessment (Norm, ISAT, CBM, & CRT)
Business Management <ul style="list-style-type: none"> ▪ Start-up Management ▪ Brand/Product Marketing ▪ Client Development/Retention ▪ Product/Service Development ▪ Vendor Relations/Contract Negotiations ▪ P&L/Budget 	Education Reform <ul style="list-style-type: none"> ▪ Urban Education Reform ▪ Educational Design/Development ▪ Productivity & Efficiency Improvement ▪ Published Author / National Presentations ▪ Literacy Programming ▪ Charter / Alternative / Electronic Schools

PROFESSIONAL EXPERIENCE

Director of High School Strategy and Execution 2007-present
Interim Director – Office of School Turnaround
 Chicago Public Schools, Chicago, IL

Senior administrator in the Office of School Improvement that has led the transformation of the lowest performing schools in the District. Responsible for: all aspects of a comprehensive portfolio of internal and external organizations that provide direct services and support for schools operating in school restart, turnaround, and transformation with eight management direct reports.

- Provide strategic leadership as a senior administrator tasked with developing and implementing a comprehensive reform model designed to dramatically improve the lowest performing schools in the district. Reform efforts have led to dramatic improvement of all school key performance indicators (student achievement, attendance, discipline, community satisfaction). Reform efforts have garnered positive national attention.

Education Program Manager

2006-2007

SchoolNet, Inc., Chicago, IL

Senior Consultant helping to build a complex client services division. Direct work with preK-12 district leadership to develop and implement comprehensive organizational and professional development programs for many of the largest urban school districts in the nation. Product development leadership.

- Challenged with the task of developing innovative preK-12 professional development products, authored intellectual property and directed efforts of a design and development team through the process of analysis, design, development, implementation, and evaluation of each product.
- Tasked with providing strategic direction and leadership as a senior consultant, facilitated the identification, design, and implementation of innovative best practices in K-12 to install systems for continuous improvement and data-informed decision-making in many of the nation's largest school districts. Facilitated relationship building among individuals and key constituents, conduct benchmark studies, and assist school districts in the design of key performance indicators.

Assistant Superintendent

2004- 2006

Burbank School District 111, Burbank, IL

Successfully transformed an underperforming district into a data/research driven professional learning community through integration of best practices and blending of business principals into preK-12. Management team leader responsible for: Organizational Planning, Human Resources Management, Board Management, Legal, Public Relations, IT Management, Purchasing Management, Program Design & Delivery, Labor Relations, budget of 32 million, fourteen management direct reports, and 507 employees.

- Challenged with improving a district with all seven schools on the Academic Watch List, involved and aligned all elements of the learning community and implemented comprehensive reforms throughout the system. Changes resulted in a 6% reduction in the budget, a increase in services for students, and a significant improvement in student achievement moving all schools to achieve AYP in only two years with two schools specially recognized by ISBE for ISAT improvement.
- Challenged with improving the instructional environment for district schools performing well below expectations, designed and implemented a functional reorganization and redesign of job roles, designed and implemented new student programs, and designed and directed a comprehensive training program for district staff.
- Charged with improving labor relations, successfully negotiated five-year collective bargaining with labor union in an environment known for labor unrest. Facilitated positive employee relations and updated outdated HR policies/procedures leading to no employee related litigation in an organization previously known for frequent litigation.

Educational Consultant / Executive

2002-2004

Curriculum Consultants, INC, Topeka, KS

Founded and operated a comprehensive educational consulting company that provided on-going consulting, grant writing, products in literacy programming and data analysis / instructional

improvement, as well as professional development programming. Built company to profitability with mid six-figure revenue and six employees after only one year. Company and developed products acquired in 2004 by larger consulting firm.

- Assisted 37 school districts to develop strategic plans and restructure their school instructional programs through on-going consulting, administrator training, program development, and staff development. Thirty-six of the school districts demonstrated over a one standard deviation growth in group achievement after only one year.
- Researched, designed, copyrighted, and productized a comprehensive preK-8 literacy program that was adopted by 41 school districts driven by balanced literacy approach and learning styles theory.
- Researched, designed, copyrighted, and productized a comprehensive assessment and data analysis system designed to build upon typical school improvement systems and focus on classroom instructional practices and alignment to District curriculum.

Principal

1996-2002

Director of Curriculum and Instruction

2000-2002

U.S.D. #339, Winchester, KS

Directed efforts of professional staff to transform a diverse low SES preK-8 school from low performing to nationally recognized for high performance in three years. Led a complete restructuring of the school, maintaining the same personnel, student base, and financial resources. Recognized by the Kansas State Department of Education, Kansas Association of Elementary School Principals, and Kansas Association of Middle Level Educators, and the Foundation for Excellence in Education for excellence in job performance and contributions to the profession.

- Charged with turning around a diverse elementary school performing in the bottom 10% of the state with student achievement, worked collaboratively with the school staff to complete a total restructuring of the school and comprehensive retraining of staff. Within four years the school was nationally recognized for student performance, moving to the top 15% of the state receiving special recognition from the Kansas Board of Education.
- Discovering that nine in ten students were reading below grade level, developed, implemented, and copyrighted a unique comprehensive school-wide instructional program for balanced literacy that was recognized at the state, regional, and national levels for improving student learning as 93% of students were reading above grade level after two years.
- Identifying a need to be data and research driven, designed and implemented a unique district assessment program incorporating national achievement tests, state assessments, locally developed curriculum based achievement tests, and performance assessments. Implemented detailed data protocols and meetings to diagnose issues and recommend strategies for improvement.

Counselor

1991-1996

School Improvement Facilitator

1993-1996

U.S.D. #437, Topeka, KS

As a School Improvement Facilitator, led efforts to build comprehensive school improvement system

Based on Effective Schools Research. Provided detailed statistical analysis of student assessment results for a District of 9,000 students. Directed efforts to build a successful community center and bring economic development to an impoverished school community. Recognized by the Mayor for these efforts. As a Counselor, developed an innovative community guidance center and unique proactive elementary guidance program designed help students and families in very low SES / diverse school equalize opportunities and improve achievement. Recognized for efforts by the Kansas Counselor Association.

Teacher

1986-1990

U.S.D. #403

Classroom teacher and coach recognized for excellence in teaching with a regional Golden Apple Award for early career teachers. Recognized as state coach of the year for turning around a perennial losing program.

EDUCATION

NORTHCENTRAL UNIVERSITY
EdD in Progress, Educational Administration

KANSAS STATE UNIVERSITY
PhD Candidate (ABD), Educational Psychology

FORT HAYS STATE UNIVERSITY, 1992
M.S., Counseling Psychology

BETHANY COLLEGE, 1986
B.A., Education

PROFESSIONAL RECOGNITION

- 2003 National Curriculum Innovation Award, National Foundation for Excellence in Education
- 2001 National Distinguished Principal, National Foundation for Excellence in Education
- 2001 & 2002 State Principal of the Year finalist, National Association of Elementary School Principals
- 2002 & 2003 Governor's Council on Educational Improvement, Kansas State Board of Education
- 2001 Educator of the Year, USD #339 Board of Education
- 2000 & 2002 IRA International Conference State Presentation Representative, KS State Board of Ed
- 2000 OASIS Educational Innovation Award, Kansas Association of Middle Level Educators
- 1993, Kids First Award, Kansas Counselor Association
- 1990 Golden Apple Award, Golden Apple Foundation

Krystal C. Rogers-Minter

krystal_c_rogers@yahoo.com

Qualifications Summary

- M.Ed. and six years progressive experience in project management, program and operations management
- Multi-tasking and working independently are second nature
- Exceptional writer and oral communicator
- Advanced level self-motivation, critical thinking skill, autonomy for work and work ethic
- Detail oriented
- Experienced grant, report and publication writer
- Quick study

Relevant Professional Experience

- | | |
|--|---|
| Senior Project Manager
<i>Chicago Public Schools, Office of School Improvement</i> | September 2010 - present
Chicago, IL |
| Hiring Manager
<i>Chicago Public Schools, Office of School Improvement</i> | January 2010 – September 2010
Chicago, IL |
| Program Manager
<i>The New Teacher Project</i> | Jun 2009 - present
Chicago, IL |
| Chicago Director
<i>The Young People's Project</i> | Jan 2007 – Jun 2009
Chicago, IL |
| Program Manager
<i>Family Focus, Inc</i> | Nov 2005 – Jan 2007
Chicago, IL |
| Graduate Assistant
<i>University of Illinois – Chicago</i> | Aug 2003 – May 2005
Chicago, IL |
- Reported to school principal and agency director
 - Fostered relationships between University of Illinois and surrounding urban communities
 - Designed, implemented, and evaluated program in Englewood middle school based on nutrition, physical activity, and social responsibility
 - Led two extended-day middle school programs based on physical activity and social responsibility
 - Served in Urban Youth Leader Project to implement responsibility-based activities for minority students in underserved neighborhoods

Education

M.Ed. in Instructional Leadership (2005)

University of Illinois-Chicago

GPA: 4.0

Certificates/Training

Mastering Grant Writing Certificate (2007)

University of Illinois – Chicago External Education

B.S. in Physiology (2003)

University of Illinois – Chicago

GPA: 3.5

GLEN A. MCCARTHY
10410 S. GREEN STREET
CHICAGO ILLINOIS 60643
(773) 814-0872 • GAMCCARTHY@CPS.K12.IL.US

OBJECTIVE

To obtain a managerial position in which I can utilize my experience, education, skills and talents to support the education of students in Chicago Public Schools with opportunities for growth.

SUMMARY OF QUALIFICATIONS

- Excellent Communication & Organizational Skills
- Development and implemented parent and community engagement/ involvement strategy for CPS Office of School Turnaround
- Planned and executed Operation Peace initiative at Harper High School
- Developed and coordinated mentorship program for the 20 most high risk males at Harper High School identified by the school Principal in partnership with District 7 CPD
- Organized Adopt A Block safe passage strategy for Fenger High School - Fall 2009-2010 school year; mobilized community members and clergy
- Have built partnerships with CPD, CAPS, CBOs, FBOs, and Churches
- Over 10 years of experience working with high-risk youth and their families
- Received Public Sector Award from Cook County Crime Stoppers for anti-violence project design and implementation at Harper High School
- Experience as a manager and liaison for post-secondary higher educational institution
- Strong commitment to helping inner city high risk youth realize their potential for success

WORK EXPERIENCE

08/2008-Present Chicago Public Schools - Office of School Turnaround
Position: Family and Community Involvement Manager

- Ensured that the community and families of turnaround schools are engaged in productive, two-way dialogue for the improvement of turnaround efforts
- Designed strategies and model for taking decisive action to increase peace for turnaround students and to build stakeholder support for turnaround efforts through strategic relationship building and strong communication

- Built partnerships with parents, community based organizations, civic departments, faith-based organizations and churches
- Organized clergy in the Roseland Community to form Fenger Ministers Alliance to support the school's mission, provide safe passage, mentorship, and outreach to families
- Organized community residence in the Roseland Community to form Fenger's Adopt A Block Safe Passage initiative

02/2008-06/2008 Lawrence Hall Youth Services (Chicago, IL)
Position: Residential Treatment Specialist

- Provide supervision of basic living needs, such as food, shelter, clean clothes, bedding, and other personal items and services needed to meet the requirements of reasonably comfortable and socially acceptable group living as well as the special needs of individual residents
- Stimulate residents to expand their knowledge base, assist in tutoring and help them to do their homework assignments, and generally orient them toward social norms which govern life both within and outside the agency
- Provide and symbolize adult security to residents by maintaining discipline and order with the group, keeping the demands of individual residents in balance with the needs of the group as a whole.

09/2007-01/2008 Unitrin- United Insurance of America
Position: Insurance Agent

09/2005--08/2006 Kimball Avenue Evangelical Congregation Church
Position: Pastoral Assistant Intern/ Part time

- Assistant to Senior Pastor
- Worship Service Planning and Leading
- Preaching
- Leading Small Group Ministry
- Served as a Church's liaison to Community Based Organizations

09/2004-06/2005 North Park University (Chicago, IL)
Position: After Hour Coordinator/ Part-time

- Develop and staff program with college students and curricula/ co-curricula activities appropriate to Junior High Students.

- Develop vision, strategy and philosophy for ministry that fosters faith and spiritual formation in students.
- Managed student leaders and respective budget line items.

06/ 2002-08/2004 North Park University (Chicago, IL)
Position: Admissions Counselor

- Managed the Chicago territory as the university's representative for prospective students, parents, secondary school counselors and other individuals and organizations involved in the college selection, application and matriculation process. Planned and implemented recruitment activities for assigned public and private high schools and territories.
- Counseled a diverse population of prospective applicants one-on-one through the admissions process. Informed prospective students of opportunities at the University, primarily by in-person appointments, phone calls and emails. Reviewed and scored application essays and other materials submitted by applicants for the purpose of making admission decisions.
- Managed ongoing strategic communications with high schools and independent counselors, including email, print, and other media. Assisted in the development and delivery of on-campus events and programs for counseling groups, individual students and families.
- Coordinated and contributed to the success of various student visit programs designed to recruit targeted prospective applicants to the University

01/2001-06/2001 Chicago Public Schools (Chicago, IL)
Position: Substitute Teacher

06/1998-06.2001 BPS Staffing/ Part time
Position: Office Support

1997-1998 DynCorp - Application Support Center/Immigration Naturalization Services
Position: Quality Assurance Technician

- Oversaw inspection process, analyzing fingerprint cards for quality and accurate data
- Managed database of client records

- Co-trained new employees to operate new government facility in Detroit, MI: DynCorp INS/ ASC

EDUCATION

08/2004-08/2008	North Park Theological Seminary (Chicago, IL) <i>Masters of Divinity Degree</i>
01/1999-05/2000	North Park University (Chicago, IL) <i>Bachelors of Arts Degree, Biblical Theological Studies</i>
09/1990-05/1994	Robert L. Lindblom Technical High School (Chicago, IL)

REFERENCES

Furnished upon request

DONALD J. FRAYND

EDUCATION

2000 - 2003 University of Wisconsin - Madison Madison, WI

Doctor of Philosophy in Educational Administration

- Emphasis in Program & Instructional Leadership
- Distributive minor in Diversity & Leadership
- Wisconsin Principal Certification
- Illinois Principal Certification
- Dissertation: The politics of controversy and public opinion in pK-12 schools. This study emphasizes the importance of strong school / community relations and provides insights for when conflict arises.

1994 - 1997 Creighton University Omaha, NE

Master of Arts

1990 - 1994 Creighton University Omaha, NE

Bachelor of Arts

- Nebraska Teaching License

AWARDS

- 2007 Empowered and led Jones College Prep faculty and staff through improvement across multiple measures leading to the reception of the U.S. News & World Report's Gold Medal, awarded to the top 100 high schools in the United States
- 2006 Empowered and led Jones College Prep faculty and staff through multiple years of progressive academic improvement, especially for low-income students, leading to the reception of the U.S. Department of Education's Blue Ribbon Schools Award, the first awarded to a Chicago public high school
- 2001 University of Wisconsin – Madison Department of Educational Administration's Netzer & Eye Scholarship
- 2001 - 2003 Spencer Fellowship
- 2000 Creighton Prep Campus Ministry Robert Bellarmine Award
- 2000 Creighton Prep Dedicated Coaching Service Award
- 1997 Creighton University Derance Scholarship
- 1996 CHADD Dedicated Service Award for excellence in supporting the education of students with A.D.D.
- Nominated for Creighton University's Christian Service Award. 1 of 4 students nominated for this award, which is one of two of the

university's highest student honors.

- 1994 Alpha Sigma Nu National Jesuit Honor Society
- 1991 - 1994 Creighton University Campaign Scholarship

LEADERSHIP EXPERIENCE

2009 – Present Chicago Public Schools Chicago, IL

Turnaround Officer

- Senior executive in charge of district's Office of School Turnaround, a portfolio containing 2 elementary and 2 high school turnarounds with plans to continue scaling to more high schools in the future
- Supervised and developed principals, turnaround implementation team, and senior staff. Managed budgets totaling \$30M, developed and implemented a performance management system, and continued to build and implement a holistic and comprehensive strategy to transform our lowest performing schools
- Met first year targets including doubling standardized test performance, reducing serious discipline incidents by 80%, and increasing attendance and freshmen on-track rates

2008 Chicago Public Schools Chicago, IL

High School Turnaround Director

- Created and managed an initiative to develop a turnaround model for the district's lowest performing high schools
- Managing turnaround efforts at 1 (scaling to 3 for 2009-2010) high school(s) by hiring an entirely new staff, developing training programs, and managing key projects / leadership development in the turnaround high schools

2003 – 2008 Jones College Prep Chicago, IL

Principal

- Selective enrollment, city-wide, Chicago Public School of approx: 750 students made up of: 60% low-income, 26% white, 25% African-American, 30% Latino, 13% Asian, and 10% Special Education.
- Developed, in concert with Local School Council, and led the execution of a long range strategic plan with 4 priorities: 1) Expand rigorous and engaging instructional and formational practices, 2) Provide essential supports for academic improvement through integrated whole-person approaches, 3) Enhance recruitment and preserve diversity, and 4) Evolve institutional development program and manage new addition construction.
- Earned four years of "exceeds expectations" evaluation ratings from Local School Council
- Developed and executed a comprehensive human resource strategy leading to a more diverse, increasingly higher and more selectively educated, and passionate teaching staff.

HIGH SCHOOL TEACHING / COACHING EXPERIENCE

1994 - 2000 Creighton Preparatory School Omaha, NE

Faculty Member

- Taught freshman, sophomore, junior, and senior level theology courses and sophomore level biology
- Designed and taught a course called Sexuality & The Christian Tradition. Within a year, this course was over-enrolled for 3 sections per semester and was praised by many parents for introducing new ideas and offering a more holistic and balanced approach to sexuality education.

Coach

- Served as Head Cross Country, Assistant Cross Country, and Assistant Swimming coach

1994 Girls & Boys Town High School Omaha, NE

Instructor

- Participated in extensive training in the Girls and Boys Town Social Skills in the Schools model
- Taught a remedial reading course

UNIVERSITY TEACHING / TEACHER SUPERVISOR EXPERIENCE

2008 University of Chicago Chicago, IL

Adjunct Professor

- Created and taught the School of Social Work Administration's first leadership course entitled *Leadership in Unpredictable Political Conditions*

2000 - 2003 University of Wisconsin - Madison Madison, WI

Project / Teaching Assistant

- Co-taught and developed curriculum for 2 courses and one additional course that is frequently offered in a 2-way video / Internet format
- Co-authored articles and co-investigated research projects.
- Designed and maintained web sites and supporting materials for 3 courses in the Department of Educational Administration
- Created and distributed marketing materials for the department in general and for specific outreach courses

2001 - 2002 University of Wisconsin - Madison Madison, WI

Teaching Assistant

- Supervised and provided feedback for elementary education students as they fulfilled their practicum requirements for their certification in early childhood literacy
- Taught a seminar on teaching methods in the Department of Curriculum & Instruction with particular emphasis on reading instruction

1997 – 2000 Creighton University Omaha, NE

Adjunct Faculty Member

- Developed and taught a teaching methods course
- Served as a consultant for the Secondary Education Director and Theology Department Chairperson
- Coordinated student-teacher aiding hours

COMMITTEE WORK / SERVICE

- 2009 – Present Driving Dramatic School Improvement Steering Committee, a committee made up of national school turnaround leaders to sponsor a national conference and ongoing support
- 2006 – 2008 Targeted Recruitment & Support Steering Committee, a committee designed to preserve the diversity of Chicago's selective enrollment schools
- 2004 – 2007 District-wide Advisory Committee on Student Information System Integration, a group of district leaders that met to help support the rollout of a new information system
- 2004 – 2006 Illinois Safe Schools Alliance Board, an organization that supports safe schools practices across the state of Illinois
- 2003 – Present Consortium on Chicago School Research Steering Committee, a group of scholars and practitioners who guide and support the research of the Consortium
- 2001 - 2003 President of University of Wisconsin – Madison Department of Educational Administration student group
- 2002 Committee chairperson for Creighton Preparatory School Task Force for Contemporary Issues of the Adolescent
- 2001 - 2002 University of Wisconsin - Madison university-wide Student Non-Academic Misconduct Panel
- 2001 - 2002 University of Wisconsin - Madison School of Education Equity & Diversity Committee
- 2001 - 2002 University of Wisconsin - Madison Department of Educational Administration Program Committee

TECHNOLOGICAL SKILLS

- Proficient in various distance teaching technologies
- Proficient in Macromedia's Dreamweaver web page editing software
- Proficient in Adobe Photoshop graphic editing software
- Proficient in Apache Web Server software
- Proficient in Adobe Acrobat Portable Document File software
- Proficient in Adobe Premiere audio / video editing and capture software
- Proficient in Microsoft Office Suite (Word, Outlook, Power Point, Access) productivity software

1997 – 2000 Creighton University Omaha, NE

Adjunct Faculty Member

- Developed and taught a teaching methods course
- Served as a consultant for the Secondary Education Director and Theology Department Chairperson
- Coordinated student-teacher aiding hours

COMMITTEE WORK / SERVICE

- 2009 – Present Driving Dramatic School Improvement Steering Committee, a committee made up of national school turnaround leaders to sponsor a national conference and ongoing support
- 2006 – 2008 Targeted Recruitment & Support Steering Committee, a committee designed to preserve the diversity of Chicago's selective enrollment schools
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- 2001 - 2002 University of Wisconsin - Madison School of Education Equity & Diversity Committee
- 2001 - 2002 University of Wisconsin - Madison Department of Educational Administration Program Committee

TECHNOLOGICAL SKILLS

- Proficient in various distance teaching technologies
- Proficient in Macromedia's Dreamweaver web page editing software
- Proficient in Adobe Photoshop graphic editing software
- Proficient in Apache Web Server software
- Proficient in Adobe Acrobat Portable Document File software
- Proficient in Adobe Premiere audio / video editing and capture software
- Proficient in Microsoft Office Suite (Word, Outlook, Power Point, Access) productivity software

 PUBLICATIONS

Journal Articles

1. Fraynd, D.J., & Capper, C.A. (2003). Do you have any idea who you just hired?!? Journal of School Leadership, January.
2. Cook, T.M., & Fraynd, D.J. (1999). Where will we find our next generation of religious education teachers? National Catholic Education Association's Momentum Magazine, April / May.

Book Reviews

1. Fraynd, D.J. (2003). Invited essay review: Resisting ghettoization and expanding the boundaries of diversity education: The possibilities of antioppressive pedagogy. A review of Kevin Kumashiro's book, Troubling Education. International Journal of Qualitative Studies in Education.
2. Fraynd, D.J. (2001). Invited book review: Take Back The Word by Robert Goss and Mona West (Eds). Journal of Religion & Society.
Online at: www.creighton.edu/JRS/

 NATIONAL REFEREED PRESENTATIONS

1. Hare, T., & Fraynd, D.J. (2003). An exploratory study on the impact of ethnic conflict and war in Bosnia on student perceptions of future educational and life choices. Paper to be presented at the American Educational Research Association Annual Meeting, Chicago, IL.
2. Fraynd, D.J. (2003). The politics of controversy and public opinion in and around pk-12 schools. Paper to be presented at the American Educational Research Association Annual Meeting, Chicago, IL.
3. Fraynd, D.J. (2002). Research designs and methods for studying controversy. Paper presented at the University Council for Educational Administration Annual Meeting, Pittsburgh, PA.
4. Lugg, C., Fraynd, D.J. et al. (2002). Building support for diverse communities: Perils and possibilities. Served as a group discussion facilitator for this general session at the University Council for Educational Administration Annual Meeting, Pittsburgh, PA.
5. Hafner, M. & Fraynd, D.J. (2002). Teaching strategies for developing leaders for social justice. Co-presented in this conversation session at the University Council for Educational Administration Annual Meeting, Pittsburgh, PA.
6. Fraynd, D.J. (2001). School re-culturing, transformational leadership, and student empowerment. Paper presented at the American Educational Research Association Annual Meeting, Seattle, WA.
7. Fraynd, D.J. (1998). Pedagogy in today's independent Jesuit high school classroom. Paper presented at the Bi-Annual Colloquium of the Jesuit Secondary Education Association, Seattle, WA.

Lynne Moore Nelson

622 East 42nd Street
Chicago, IL 60653

Home 773.935.0433

lynnemoorenelson@gmail.com

EMPLOYMENT HISTORY

CHICAGO PUBLIC SCHOOLS

Chicago Public Schools is the third largest public school system in the United States with a \$4.8 billion annual budget, 665 schools and 408,000 students

Deputy Officer of Operations & Strategic Management, OSI **2010-Present**

- Lead the development and management of a \$16 million department, school level and operating plan for the Office of School Improvement which includes 5 turnaround schools and transformation schools
- Establish a disciplined strategic management system that focuses on key priorities and cascades to all levels of the unit and schools

Chief of Staff, Education **2006 – 2010**

- Support Chief Education Officer in implementing CPS' educational goals by assisting in the management of her direct reports
- Responsible for overseeing \$75 million educational program budget and accomplished yearly budget reductions of five percent with minimal school level disruption

Facility Maintenance Director **2004 - 2006**

- Manage an 8 person team and \$140 million budget for outsourced school custodial services and system wide utilities

First Assistant Chief Of Staff **2002 - 2004**

- Served as project manager on various CEO initiatives that ranged from strategic organizational planning to corporate and community outreach

CIVIC CONSULTING ALLIANCE

(FKA FINANCIAL RESEARCH AND ADVISORY COMMITTEE)

Civic Consulting Alliance is a nonprofit consulting organization that provides pro-bono counsel on strategic, financial and operational issues for clients within the Chicago city government

Senior Consultant **2000 - 2002**

CHICAGO PARK DISTRICT

Deputy to the Chief Operating Officer **1998 –2000**

LARKIN, HOFFMAN, DALY & LINDGREN, LTD.

Associate Attorney **1995 – 1998** Bloomington, Minnesota

LAW CLERK

ASSISTANT CHIEF JUDGE PAMELA ALEXANDER **1994-1995** Minnesota Fourth Judicial District Court

EDUCATION

Juris Doctor Mercer University
Macon, GA

Bachelor of Arts Howard University
Washington, DC

RUKIYA CURVEY-JOHNSON

1236 S. Federal St. #B Chicago, IL 60504 • rcurvey@yahoo.com • (734) 678-5148 cell

Dynamic, dedicated, results-oriented change agent with a proven ability to drive multi-functional projects and lead organizational change while maintaining commitment to social mission and financial goals. Experience in K12 public education reform; strategic planning, implementation and execution. Demonstrated success in building relationships with key stakeholders in community and government.

Core competencies include:

- Strategic Planning & Execution	- Partnership & Alliance Building	- Creative Problem Resolution
- Project Management	- Organization Transformation	- Leadership Development

PROFESSIONAL EXPERIENCE

DIRECTOR

Chicago Public Schools: Chicago, IL

3/2008 – Present

Office of School Improvement lead's CPS Turnaround, Transformation, and Restart Initiatives

Office of School Improvement – Elementary Strategy & Execution

- Drive the implementation of the elementary turnaround strategy, ensuring integration and alignment of school programs, systems, and resources.
- Collaborate with principals to develop and promote a school culture focused on student outcomes, school-wide accountability, and continuous adult and student learning,
- Lead cross-functional team of experts to implement and execute comprehensive reform model to transform low-performing schools into higher performing schools.
- Empower school leadership with performance management tools and structures to drive change for desired results.
- Develop and support articulation and alignment activities between turnaround high schools and feeder schools.
- *Met targets for turnaround schools with double-digit growth of students meeting/exceeding on state standardized test, increased student attendance, and reduction of serious discipline incidents.*

Teaching + Learning – Operations and Project Management

- Guided the execution of CPS Teaching + Learning (T+L) strategic initiatives; ensuring coherence in development and communications across (5) curriculum offices.
- Lead development, mapping, and improvement of key processes and reporting tools to support the enhanced performance and efficacy of T+L programs.

- Worked with key stakeholders to maximize alignment and efficiency of resources to achieve district-supported goals.
- Served as primary conduit for development, analysis, and reporting of key performance indicators for T&L.
- Lead development of actionable scaling strategies and infrastructure elements for implementation of a multi-tiered initiative in (43) high schools including: materials/technology procurement and delivery; information management; and human resources logistics.
- Managed budget planning, projections, and grants for department with funds totaling over \$35MM.
- Lead team of project managers to execute operational objectives and workplans critical to supporting effective teacher activities in schools.
- Set up and managed accountability quality control processes to track progress and inform planning.
- Facilitated communication and collaboration with internal and external CPS stakeholders including: school leadership teams, curriculum developers, and foundation partners

NATIONAL DIRECTOR

Shrine of the Black Madonna Cultural Center & Bookstore: Detroit, MI 8/2003 – 3/2008

Shrine of the Black Madonna Cultural Center & Bookstore is one of the nation's largest & oldest African-American owned cultural centers & bookstores featuring artisans & authors of the African Diaspora with revenues exceeding \$1.5MM

- Contributed vision, strategy, and leadership with full P&L accountability for all aspects of operations across all locations and online (locations in Detroit, Atlanta, & Houston).
- Developed protocols for operations including: standard operating procedures for stores; centralized accounting for enhanced fiscal oversight; implementing cost-saving measures; and budget-planning.
- Led development and execution of marketing strategies including: creation of marketing materials; developing key alliances with national & local partners (i.e. Essence Magazine, ProLiteracy, New York Times, Cities of Detroit, Houston, and Community Art Collective); store renovation; in-store/online merchandising, and e-marketing customer outreach.
- Revamped program and merchandise offerings to include workshops, language classes, dance classes, writing competitions, exhibitions, and symposiums boosting traffic and participation by 120%; Received the **2007 Madame CJ Walker Award** for Innovation from the Hurston-Wright Foundation.

PROMOTIONS MANAGER /ACCOUNT EXECUTIVE

General Motors R*Works: New York, NY 3/1998 – 7/2001

*General Motors R*Works, a unit of Interpublic Group, is a full-service event, promotions, and sponsorship experiential marketing company dedicated to General Motors.*

- Led cross-functional team to create experiential promotional opportunities that aligned division and regional brand strategies resulting in increased brand awareness and buy-in by dealerships.
- Negotiated and initiated contracts with vendors/promoters to maximize benefits and reduce promotional costs by over \$1MM.
- Produced, sold, and managed sponsorships, budgets, and marketing efforts for charitable golf tournaments raising over \$850K

EDUCATION

UNIVERSITY OF MICHIGAN BUSINESS SCHOOL **Ann Arbor, MI** **May 2003**

Master of Business Administration

- Emphases in Nonprofit Management and Marketing
- Awarded merit-based Consortium for Graduate Study in Management Fellowship
- Community Consulting Team Leader

UNIVERSITY OF VIRGINIA **Charlottesville, VA** **December 1996**

Bachelor of Arts in Psychology and Spanish

- Awarded Jackie Robinson Foundation Scholarship
-

OTHER

- **Carter G. Woodson Institute Member** **Chicago, IL** **Present**
- **International Reading Association Member**
- Awarded "Spirit of Detroit" Award for working partnership with Pro-Literacy Detroit
- Proficient in Spanish

Gavin Doughty, PMP

3106 W Lyndale 2B, Chicago IL, 60647

Phone: 773-220-3636 E-Mail: gavin@doughty.nu

Overview

PMP certified Project and Performance Management professional with expertise in systems and process architecture and implementation. Proven ability to deliver high quality and consistent results by implementing and following structured processes. Exceptional communication, presentation and team building skills. Excellent ability to work across multiple organizational levels, geographies and cultures.

Recent Career Highlights

- Developed, implemented and managed the School Based Performance Management structure, processes and tools for the Chicago Public School's Office of School Turnaround
- Developed, implemented and managed the Project Portfolio Management structure and processes for the Chicago Public School's Office of Technology Services
- Developed and implemented the Information Technology Change Management structure and processes for the Chicago Public School's Office of Technology Services

Experience

Director of Performance Management - Office of School Turnaround, Chicago Public Schools | June 2009-Present

- Designed the architecture for Turnaround School Based Performance Management integrating all elements of school turnaround into single framework
- Developed software tools (SQL, SAS, VB and VBA) to distribute the analysis and management of School Based Performance Management information
- Managed operational Performance Management processes, systems and staff

Enterprise Architect & Project Management Office (PMO) Manager

Information Technology Services, Chicago Public Schools

Oct 2005-June 2009

- Developed Business and Information Architecture for multiple departments and programs
- Developed and implemented Portfolio Management structure and systems for IT investments
- Established Change Management systems and processes for IT department

Project Manager - Kaplan Financial

Aug 2003-Oct 2005

- Responsible for the integration of acquired organizations' networks into parent organization's network
- Lead Financial Services tracking software project from project inception to beta release

Development Lead/Network Administrator - ChevronTexaco (Contract)

July 2001-July 2003

- Responsible for numerous application migration projects from legacy platform to post-merger platform
- Developed interface for remote access web portal (Citrix based)

IT Manager - Sunrise Housing

Aug 1998-July 2001

- Established and managed IT Department for start-up Manufacturing/Housing organization

Education

Project Management Professional (PMP) Certification

2005

Texas A&M University

1997

Bachelors of Science in Genetics

Skills

Systems and Process Architecture, Project Management, Corporate Performance Management (CPM), Information Architecture, Information Design, SQL, SAS, Visual Basic (& Visual Basic for Applications), Data Analysis, HTML/Web Development, ITIL Foundation Certificated, MS Office Suite

CLEO B. AQUINO

7036 W. HENDERSON STREET ♦ CHICAGO, IL 60634 ♦ CELL: 773-218-6897 ♦ E-MAIL:

MCAQUINO@CPS.K12.IL.US

PROFESSIONAL EXPERIENCE:

CHICAGO PUBLIC SCHOOLS 9/2003 – PRESENT

OFFICE OF SCHOOL TURNAROUND CHICAGO, IL

DEPUTY (11/2009 –PRESENT)

- Responsible for the unit's operational management, ensuring compliance to district policies and directives, and

the execution and evaluation of strategy elements developed for turnaround schools.

- Lead the development of an annual \$11.191 million dollar budget and operating plan that supports the department's strategic and financial goals, business model and core values.
- Oversee the development and implementation of hiring strategies to ensure turnaround schools are fully staffed.

DEPARTMENT OF HUMAN RESOURCES CHICAGO, IL

TEACH CHICAGO TURNAROUNDS & HUMAN CAPITAL INITIATIVE

SR. PROGRAM DEVELOPER ANALYST (12/2007 – 11/2009)

- Managed whole-school staffing efforts for ten reconstituted schools which resulted in recruiting 275 teachers and an additional 200 for non-teaching positions for the 2008.2009 and 2009.2010 academic year.
- Established collaborative relationships which resulted in additional recruitment support with The New Teacher Project, Teach For America, Golden Apple Foundation, Academy for Urban School Leadership among others.
- Negotiated and finalized scope of work and terms of agreements with nonprofit partners for performance and contact schools under reconstitution.
- Developed Principal Workshop Sessions in partnership with The New Teacher Project to provide best practice training in recruitment, marketing, and selecting teachers for their schools with a focused curriculum on high

need subject areas such as math, special education, bilingual education, and projecting vacancies.

TEACHER PIPELINE PROGRAMS

RECRUITMENT MANAGER (11/2006 – 12/2007)

- Managed and led three teacher recruitment pipeline programs which included: Teaching Residency &

Internship Programs, Alternative Certification Programs and the Student Teaching Program which resulted in 25% of new hires as first year teachers and management of a \$2 million budget.

- Established collaborative relationships which resulted in additional coaching support for teachers through The New Teacher Center, expanded recruitment capacity through The New Teacher Project, and financial commitments from foundations for the Teacher Pipeline Programs.
- Negotiated and finalized contracts relating to the scope of work and terms of agreement with nonprofit partners in support of the Teacher Pipeline Programs.
- Developed Request For Proposal guidelines for universities to be considered as the provider of teacher preparation programs through an alternative certification route.
- Developed Principal Workshop Sessions in partnership with The New Teacher Project to provide best practice training in recruitment, marketing, and selecting teachers for their schools with a focused curriculum on high need subject areas such as math, special education, bilingual education, and projecting vacancies.

ALTERNATIVE CERTIFICATION PROGRAMS

OPERATIONS & PROGRAM MANAGER (9/2003 – 11/2006)

- Managed recruitment process and program development for applicants seeking teacher credentials through an

Alternative Certification Program funded by the \$1.9 million Transitions To Teaching Grant awarded by the Department of Education.

- Managed university and nonprofit relationships to negotiate discounted tuition rates and program development for teacher cohorts in critical shortage areas.
- Established collaborative Central Office relationships which included Law, Payroll, Learning and Development, Employee Services and Principals that resulted in developing tuition reimbursement procedures, an efficient recruitment and hiring process for career changers, and

producing teaching service agreements between Alternative Certification Program Participants and CPS.

- Facilitated a research project that analyzed the impact of Alternative Certification Programs within CPS. The project was funded by a \$400,000 grant from the Joyce Foundation and managed by the University of Illinois

Chicago.

ARTHUR ANDERSEN LLP 12/2000 – 12/2001

INTERNATIONAL EMPLOYMENT SOLUTIONS PRACTICE MILWAUKEE, WI

SENIOR ASSOCIATE

- Managed expatriate tax engagements for corporations regarding their global workforce.
- Supervised new associates and interns
- Addressed IRS and state notices on client's behalf through Power of Attorney privileges

PRICEWATERHOUSECOOPERS LLP 10/1995 – 11/2000

INTERNATIONAL ASSIGNMENT SOLUTIONS PRACTICE CHICAGO, IL

SENIOR ASSOCIATE (8/1999 - 11/2000)

- Managed expatriate tax engagements for corporations regarding their global workforce.
- Served as primary contact for client's human resource and payroll departments, which included consulting on compensation reports for W-2 statements, scheduling global assignments and addressing social security and tax treaty concerns.
- Conducted individualized tax consultations for client's expatriate and foreign national employees.
- Provided training sessions to newly hired associates and interns on expatriate and foreign national employees.
- Managed three associates and seven interns during tax seasons.

ASSOCIATE (9/1996 – 8/1999)

- Provided communication and memorandums to foreign offices detailing client's expatriate policies, contractual obligations that were negotiated with the client and administrative procedures.
- Organized client projects and tax compliance work for company foreign offices.

- Prepared US federal and state individual tax returns for client's global workforce.

EXECUTIVE ASSISTANT (10/1995 – 9/1996)

- Developed project budgets, administered client billing, became meeting planner for continuing educational seminars, scheduled meetings and travel arrangement for management team, managed daily expenses for management team, prepared proposals and client status reports.

CIVIC EXPERIENCE:

CHICAGO COMMUNITY TRUST (2008 – PRESENT)

Active Fellowship Committee Member – Developed competencies, selection guidelines and interview protocols to identify candidates for the Trust's Emerging Fellows and Experienced Fellows Program Internship - Researched policy and collected data for the Arts Education Initiative. Reviewed grant proposals and issued recommendations of appropriate funding to the staff within the arts and education programs.

ASSOCIATED COLLEGES OF ILLINOIS (2007 – PRESENT)

Active member on the Associated Colleges of Illinois Education Center to advise, research, and participate in strategic planning for increased program and financial resources that impact state policy and dramatically improve student achievement.

EDUCATION: Loyola University of Chicago - Bachelor of Business Administration in Finance

Loyola University of Chicago – Certificate in Philanthropy and Nonprofit

ALFONSO TAPIA, NBCT

1508 N. ELK GROVE AVE. APT. 1 • CHICAGO, ILLINOIS 60622
PHONE 773.301.3899 E-MAIL ALFONSO.TAPIA.97@ALUM.DARTMOUTH.ORG

EDUCATION

University of Illinois at Chicago M.A. Educational Leadership	Chicago, IL <i>Expected: 2010</i>
Dartmouth College Bachelor of Arts in Spanish Literature, minor in Studio Art	Hanover, NH 1993-1997

CERTIFICATION

National Board Certification	
State of Illinois, Master Elementary & Secondary Teaching Certificate	December 2006
<i>Bilingual/ESL endorsement</i>	<i>Expected: 2010</i>

PROFESSIONAL EXPERIENCE

Chicago Public Schools, Office of Turnaround Schools
Assistant Director of Curriculum and Instruction June 2009-Present

- Coach two turnaround schools' instructional leadership teams
- Oversee and support implementation of Teacher Advancement Program at Harper High School

Young Women's Leadership Charter School
Leadership Roles 2004-2009

- PROFESSIONAL DEVELOPMENT COMMITTEE: Programmed on-going meaningful professional development tied to school-wide strategic objectives
- LEADERSHIP TEAM: Analyzed and synthesized various forms of data in addressing student needs
- EQUITY TEAM: Implemented the framework "Courageous Conversations About Race" framework and Culturally Relevant Pedagogy workshops to increase academic achievement
- COALITION OF ESSENTIAL SCHOOLS: Mentored SeaTac High School on EASE, an outcome-based assessment model
- INSTRUCTIONAL SUPPORT TEAM: Provided consistent teacher observation and feedback
- CONTENT AREA TEAM LEADER: Facilitated weekly meetings, lead team in Lesson Study and Understanding by Design curriculum development
- DEVELOPING TEACHER ROUNDTABLE FACILITATOR: Facilitated discussions in a Critical Friends Group around authentic teacher dilemmas and looking at student and adult work
- PRACTICUM PLACEMENT COORDINATOR: Facilitated and promoted teacher mentorship by placing student observers and student teachers

Spanish Instructor 2002-2009

- Plan and instruct using wide variety of teaching aids, motivational and implementation strategies to engage students in active learning of Spanish as a foreign language with an equity and social justice

lens

- Employ the communicative approach to teaching of Spanish with supplemental use of the Rassias Method
- Design and implement Spanish curricula for the high school (Spanish I-IV for non-native speakers and Spanish Literature Courses as well as Advanced Placement Spanish)
- Align curriculum to state and national standards through the articulation of academic outcomes
- Train Spanish instructors on the Rassias Method for Language Acquisition

Advisor

2002-2009

- Engage parents as partners, leaders, and key stake holders in realizing the school's mission and vision
- Counsel advisees through goal setting and refinement of organizational skills
- Explore issues, concerns and leadership qualities for the personal and social development of advisees

Junior Academy Co-Facilitator

2005-2006

- Orchestrated biweekly interdisciplinary team meetings focused on individual student support to promote high standards and increase student academic achievement
- Led through shared vision and values to promote participation of all 12 team members
- Guided strategic planning process for the Junior Academy

Consortium on Chicago School Research

School of Social Work and Administration, The University of Chicago

June-September 2008

Lead Analyst

- Analyzed qualitative data from student interviews for "The Rigor Report: The Instructional Challenge."

Nuestra America/Our America Charter High School

Spanish Instructor/English Instructor

1998-2002

- Developed and implemented curricula for Spanish Department
- Taught 1st-4th year Spanish for Spanish speakers and Spanish as a second language
- Initiated and taught the Advanced Placement Program
- Developed thematic units with project-based learning and Arts integration, focused on equity and social justice
- Developed and implemented 2-year curricula for English as a Second Language

Rassias Language Institute at Harold Washington College

Lecturer/Trainer

1997-2000

- Applied Rassias Method of Language Acquisition to teach introductory Spanish classes
- Selectively chosen to train high school teachers citywide to use the Rassias Method

Dartmouth College, Dept. of Spanish and Portuguese

Apprentice Teacher

1994-1997

- Selectively chosen to conduct daily Spanish drill sessions to introductory classes
- Applied Rassias Method of Language Acquisition to reinforce oral comprehension

ADDITIONAL PROFESSIONAL ACTIVITIES

National School Reform Faculty, *Critical Friends Group Coach*

EASL, Equity and Achievement for Standards-based Learning, *Consultant*

Association of Supervision and Curriculum Development, *Member*

ELLEN M. KENNEDY

4458 S. King Drive, #GS
Chicago, IL 60653
773.636.8117
ellenmkennedy@hotmail.com

Licensed Clinical Social Worker (LCSW)
Type 73 School Social Work Certification
Type 75 General Administrative Certification

EDUCATION

2010	American College of Education, Chicago, IL	M.Ed. Educational Leadership
2008	Chicago State University, Chicago, IL	Post MSW Type 73 Certification
1999	University of Chicago, Chicago, IL	A.M. Social Service Administration
1997	University of Dayton, Dayton, OH	B.A. Sociology

EXPERIENCE

July, 2008–Present Chicago Public Schools (CPS), Chicago, IL
Start-Up Manager, Office of School Turnaround (OST)

- Coordinate and lead start-up work at high schools identified for turnaround services
- Manage strategic expenditure of start-up budget
- Oversee capital improvements and major building logistics overhaul
- Ensure that OST's School Stabilization initiatives related to building operations are successfully completed by major, high-stakes milestones
- Support the department's comprehensive hiring strategy by interviewing candidates, observing sample lessons, and coordinating hiring efforts with other CPS entities
- Plan applicable summer foundations professional development training
- Coordinate evaluation and overhaul of Career & Technical Education (CTE) programs
- Assist Student Development initiatives such as Well Managed Classroom implementation and operational support for departments in the division
- Certified Consultant/Certified Trainer in Boys' Town Well Managed Classroom Program

2004–July, 2008 Civitas Schools, Chicago, IL Director of External Affairs & Strategic Initiatives
Operations/School Start-Up Initiatives:

- Coordinated and led implementation of new school start-up initiatives for Chicago International Charter School (CICS) campuses managed by Civitas Schools
- Provided leadership on replicating programs and systems to ensure fidelity to the organization's mission, model and curriculum
- Assisted with Request for Proposals (RFP) preparation
- Completed accountability reporting for Chicago Public Schools (CPS) and Illinois State Board of Education (ISBE)

Associate Director role at CICS Ralph Ellison Campus (2007–2008):

- Led all non-academic programming, including Advisory, Student Activities, and Athletics
- Managed student recruitment and enrollment, student registrations and orientations, student testing, school assemblies
- Coordinated Back-to-School Night, Open House, Parent-Teacher Conferences, and staff professional development programming
- Managed building operations
- Moderated Student Ambassadors and Student Government
- Supported design of data-driven instruction and data analysis of EPAS testing

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Civitas Schools (continued)

Marketing, Communications & Community Relations:

- Supervised production and/or creation of all external written communication pieces, including brochures, annual reports, school profiles, advertising materials, and electronic newsletters
- Managed content and layout of four websites
- Produced media releases and alerts
- Acted as liaison between organization and external stakeholders, including community groups, elected officials, neighboring schools, and chambers of commerce

Fundraising:

- Developed and led the implementation of a two-year comprehensive fundraising plan
- Established development office including systems and fundraising goals
- Exceeded fundraising goals in three consecutive fiscal years, averaging 118% of annual projection.
- Conducted all foundation relation activities from research, grant writing and cultivation to stewardship and reporting
- Managed annual fund campaign
- Organized special events
- Participated in strategic planning and board development
- Assisted with establishment of Civitas Schools Foundation and 501c3 non-profit status

2000-2004 The Day School, Chicago, IL

2002-2004: Human Resources & Development Coordinator

- Directed all fundraising efforts including individual giving, grant writing, and special events
- Collaborated with Executive Director and Board of Directors on special events, board development, and strategic planning of organization
- Started the private party rental program for grounds of building
- Coordinated annual new staff orientation and professional development programming
- Oversaw personnel files, benefits enrollment, payroll processing, and employee attendance
- Overhauled employee policy and school operations manual
- Maintained clinical caseload of 3 students from social work position

2000-2002: School Social Worker

- Coordinated and facilitated the group therapy program for 70 youth and adolescents with severe emotional disturbances and emotional problems
- Maintained and delivered therapeutic services for an individual caseload of 10 students
- Collaborated with inter-disciplinary team to create Individualized Education Plans (IEP)
- Provided supervision of clinical interns
- Facilitated crisis intervention and family services
- Trained in Life Space Crisis Intervention (LSCI) and Crisis Prevention Institute (CPI)

PART I: Narrative Description

G. Exceptions to the RFSP

Not applicable.

PART II: Cost Proposal Bidders

A. Cover Page

1. Bidder.

Don Fraynd, CPS Office of School Improvement

Address: 125 S. Clark St
Chicago, IL 60603

Phone: 773.535.1357

Fax: 773.535.2011

Email: djfraynd@cps.k12.il.us

2. Contact Person.

Randel Josserand, CPS Office of School Improvement

Address: 125 S. Clark St
Chicago, IL 60603

Phone: 312.480.6127

Fax: 773.535.2011

Email: rbjosserand@cps.k12.il.us

3. FEIN.

Board of Education - City of Chicago

FEIN: 36-6005821

Subcontractor Information:

Name: Children's Memorial Hospital

FEIN: 36-2170833

Name: Umoja Student Development Corporation

FEIN: 36-4263664

Name: Boy's Town

FEIN: 36-2177139

PART II: Cost Proposal Bidders

B. Budget

The Chicago Public Schools has supported the Office of School Turnaround and turnaround schools directly over the past three years with just over twenty million dollars of dedicated district funds. Most of those funds are distributed to designated turnaround school to support personnel and direct services. The district will continue to support the Office of School Turnaround, and the new Office of School Improvement who act as a support agency for all internal and external lead partners. For FY 2011 the District will provide over ten million in support to OSI, OST, and OTS to support school improvement in the district. This is in addition to funds the unit and schools hope to secure from external funding sources, including School Improvement Grants. A break-down of personnel costs for the Office of School Turnaround is detailed below – each position cost is per year.

Director / Office of School Turnaround 1.0 FTE Management Position Supports all Turnaround Schools – 1.0 FTE for the Unit	Salary	\$120,000.00
	Employee Pension / 7%	\$8,400.00
	Federal Pension / 10.7%	\$12,840.00
	Medicare / 1.45%	\$1,740.00
	Insurance	\$9,533.00
	Unemployment INS / 0.75%	\$900.00
	Workman's Comp / 1.2%	\$1,400.00
	Total	\$154,813.00

Senior Project Manager / Office of School Turnaround	Item	Cost
	Salary	\$94,000.00
	Employee Pension / 7%	\$6,580.00

1.0 FTE Management Position Supports all Turnaround Schools – 1.0 FTE for the Unit	Federal Pension / 10.7%	\$10,058.00
	Medicare / 1.45%	\$1,363.00
	Insurance	\$9,533.00
	Unemployment INS / 0.75%	\$705.00
	Workman's Comp / 1.2%	\$1,280.00
	Total	\$125,529.00

Human Resource Manager / Office of School Turnaround	Item	Cost
1.0 FTE Management Position Supports all Turnaround Schools – 1.0 FTE for the Unit	Salary	\$94,000.00
	Employee Pension / 7%	\$6,580.00
	Federal Pension / 10.7%	\$10,058.00
	Medicare / 1.45%	\$1,363.00
	Insurance	\$9,533.00
	Unemployment INS / 0.75%	\$705.00
	Workman's Comp / 1.2%	\$1,280.00
	Total	\$125,529.00

Performance Management Specialist / Office of School Turnaround	Item	Cost
1.0 FTE Management Position Supports all Turnaround Schools – 1.0 FTE for the Unit	Salary	\$75,000.00
	Employee Pension / 7%	\$5,250.00
	Federal Pension / 10.7%	\$8,025.00
	Medicare / 1.45%	\$1,088.00
	Insurance	\$9,533.00
	Unemployment INS / 0.75%	\$563.00
	Workman's Comp / 1.2%	\$900.00
	Total	\$102,083.00

Family & Community Engagement Specialist / Office of School Turnaround	Item	Cost
1.0 FTE Management Position Supports all Turnaround Schools – 1.0 FTE for the Unit	Salary	\$75,000.00
	Employee Pension / 7%	\$5,250.00
	Federal Pension / 10.7%	\$8,025.00
	Medicare / 1.45%	\$1,088.00
	Insurance	\$9,533.00
	Unemployment INS / 0.75%	\$563.00
	Workman's Comp / 1.2%	\$900.00
	Total	\$102,083.00

Senior Administrator / Office of School Turnaround	Item	Cost
0.5 FTE Contracted Support Position	Contract	\$50,000.00
	Total	\$50,000.00

Project Manager / Office of School Turnaround	Item	Cost
1.0 FTE Support Position per Turnaround School	Salary	\$75,000.00
	Employee Pension / 7%	\$5,250.00
	Federal Pension / 10.7%	\$8,025.00
	Medicare / 1.45%	\$1,088.00
	Insurance	\$9,533.00
	Unemployment INS / 0.75%	\$563.00
	Workman's Comp / 1.2%	\$900.00
	Total	\$102,083.00

Clerical Support / Office	Item	Cost
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of School Turnaround 1.0 FTE Support Position	Salary	\$42,500.00
	Employee Pension / 7%	\$2,975.00
	Federal Pension / 10.7%	\$4,547.00
	Medicare / 1.45%	\$616.00
	Insurance	\$9,533.00
	Unemployment INS / 0.75%	\$319.00
	Workman's Comp / 1.2%	\$510.00
	Total	\$61,000.00

Performance Management Specialist / Office of School Turnaround 1.0 FTE Support Position per School	Item	Cost
	Salary	\$75,000.00
	Employee Pension / 7%	\$5,250.00
	Federal Pension / 10.7%	\$8,025.00
	Medicare / 1.45%	\$1,088.00
	Insurance	\$9,533.00
	Unemployment INS / 0.75%	\$563.00
	Workman's Comp / 1.2%	\$900.00
	Total	\$102,083.00

Subcontractor Information: All were selected following a comprehensive RFP process.

Subcontractors will be continuously evaluated throughout each school year based on promised deliverable outcomes. Additional subcontractors will be added as needs arise, following ISBE guidelines. Performance management processes outlined in the narrative will be utilized to ensure student achievement outcomes are obtained.

1. Children's Memorial Hospital

Address: 2300 Children's Plaza – Box 205, Chicago, IL 60614

Purpose of subcontracting: Consultant's will provide a primary consultant to work with school-based counselors and clinicians to provide supports in the development of a system of RtI supports for students, managed through a Care Team Model. In addition, they will provide social/emotional understanding training for teachers, clinicians, deans and administrations.

Measurable and time specific services: Within one academic year, consultant will implement the system for identifying students appropriate for interventions, obtaining consent, and tracking student progress that allow for progress monitoring of student behaviors. These systems will allow for the documentation of the impacts of participation in Tier II intervention on student behavior that results in decreasing the percentage of serious misconducts and increased student attendance by 20%.

Costs per school per year – \$30,000-100,000.00

FEIN: 362170833

2. Umoja Student Development Corporation

Address: 2935 West Polk, Room 116, Chicago, IL 60612

Need and purpose for subcontracting: Consultant will provide direct work with students, custom an advisory curriculum and professional development for teachers.

Measurable and time specific services: During the first year of a turnaround, significant improvement of the climate and culture will be measured by 10% increase of attendance and 10% decreased in serious misconducts each quarter from the previous.

Costs per school – \$40,000.00 - \$100,000.00 per year

FEIN: 364263664

3. Boys Town

Address: 14100 Crawford St., Boys Town, NE 68010

Need and purpose for subcontracting: Consultant will provide support in the following areas through professional development with staff: (1) Develop strategies to effectively prevent problem behaviors; (2) Discover a method to identify skills to assist student(s) having behavioral problems; (3) Formulate a plan for incorporating the use of reinforcement to encourage positive behavior in the classroom/building; (3) Create a plan for incorporating the use of a continuum of correction for problem behaviors in the classroom/building and describe a plan for addressing escalated behaviors in emotionally intense situations; (4) Participate in practice activities to assist in skill development; and, (5) Determine strategies to use in your classroom/building to create a positive learning environment where students can reach their full potential.

Measurable and time specific services: The measurable outcome will be an increased positive learning environment for student.

Costs per school year – \$25,000.00 - \$275,000.00

FEIN: 362177139

PART III: Certifications and Assurances (Attachments 1-9)

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PART I: Narrative Description

F. Contractor's Qualifications

OST, an established department within Chicago Public Schools (CPS), has implemented and refined the Turnaround model in some of the poorest performing schools in the district. The Office of Transformation Support's mission is to lead the transformation of the district's lowest performing schools into high quality learning centers by: realizing and understanding past failures, maximizing internal capacity, developing and executing coordinated programmatic strategies, developing embedded relationships within the communities served, and establishing thought and funding partners within the nonprofit and corporate communities.

2. The qualifications and experience of the contractor and any staff assigned to the contract in performing work of a similar nature

Resumes to follow.

3. A list of all contracts including contract numbers that the contractor has had with ISBE during the past five years (Do not include contracts with public entities such as Regional Offices of Education, schools, etc).

Year	Contract Number	Contract ID	Description
9	4339	90	School Improvement Grant - Section 1003(g)
9	4339	91	School Improvement Grant - Section 1003(g)
10	4339	1	School Improvement Grant (Section 1003g)
10	4339	2	School Improvement Grant (Section 1003g)
10	4339	3	School Improvement Grant (Section 1003g)
10	4339	4	School Improvement Grant (Section 1003g)
10	4339	5	School Improvement Grant (Section 1003g)
10	4339	6	School Improvement Grant (Section 1003g)
10	4339	7	School Improvement Grant (Section 1003g)
10	4339	8	School Improvement Grant (Section 1003g)
10	4339	90	School Improvement Grant (Section 1003g)
10	4339	91	School Improvement Grant (Section 1003g)
11	4855	11	ARRA-School Improvement Grant (Section 1003g)

2. The qualifications and experience of the contractor and any staff assigned to the contract in performing work of a similar nature.

Resumes to follow; this page left intentionally blank.

Randel Brent Josserand
 2527 S. Mary ST, Chicago, IL 60608
 312/480-6127
 randeljosserand@comcast.net

Summary of Qualifications

Results oriented educational administrator with a distinguished career building organizations, developing personnel, and developing learner centered educational environments with significant improvement of student achievement, parent and staff satisfaction, and instructional process. Proven abilities to develop, implement, and manage innovative instructional programs that generate long-term results. Extensive organizational reform experience changing the culture of districts/schools to data/research driven while meeting high expectations of instructional excellence. Demonstrated exceptional leadership abilities with the capacity to build, train, and mentor highly effective teams of administrators and staff.

More than 15 years of progressive leadership and management experience involving:

K-12 Administration <ul style="list-style-type: none"> ▪ Turn-Around Leadership / Change Management ▪ District & School Administrator ▪ Budget Development & Administration ▪ Public – Private Partnerships ▪ Relationship Building (Community/Staff) 	Continuous Improvement <ul style="list-style-type: none"> ▪ Data-Informed Decision Making ▪ Cognitive Science / Learning Styles / Instruction ▪ Curriculum Development / Mapping ▪ Research / Theory to Practice ▪ Best Practices Program Development ▪ Assessment (Norm, ISAT, CBM, & CRT)
Business Management <ul style="list-style-type: none"> ▪ Start-up Management ▪ Brand/Product Marketing ▪ Client Development/Retention ▪ Product/Service Development ▪ Vendor Relations/Contract Negotiations ▪ P&L/Budget 	Education Reform <ul style="list-style-type: none"> ▪ Urban Education Reform ▪ Educational Design/Development ▪ Productivity & Efficiency Improvement ▪ Published Author / National Presentations ▪ Literacy Programming ▪ Charter / Alternative / Electronic Schools

PROFESSIONAL EXPERIENCE

Director of High School Strategy and Execution 2007-present
Interim Director – Office of School Turnaround
 Chicago Public Schools, Chicago, IL

Senior administrator in the Office of School Improvement that has led the transformation of the lowest performing schools in the District. Responsible for: all aspects of a comprehensive portfolio of internal and external organizations that provide direct services and support for schools operating in school restart, turnaround, and transformation with eight management direct reports.

- Provide strategic leadership as a senior administrator tasked with developing and implementing a comprehensive reform model designed to dramatically improve the lowest performing schools in the district. Reform efforts have led to dramatic improvement of all school key performance indicators (student achievement, attendance, discipline, community satisfaction). Reform efforts have garnered positive national attention.

Education Program Manager

2006-2007

SchoolNet, Inc., Chicago, IL

Senior Consultant helping to build a complex client services division. Direct work with preK-12 district leadership to develop and implement comprehensive organizational and professional development programs for many of the largest urban school districts in the nation. Product development leadership.

- Challenged with the task of developing innovative preK-12 professional development products, authored intellectual property and directed efforts of a design and development team through the process of analysis, design, development, implementation, and evaluation of each product.
- Tasked with providing strategic direction and leadership as a senior consultant, facilitated the identification, design, and implementation of innovative best practices in K-12 to install systems for continuous improvement and data-informed decision-making in many of the nation's largest school districts. Facilitated relationship building among individuals and key constituents, conduct benchmark studies, and assist school districts in the design of key performance indicators.

Assistant Superintendent

2004- 2006

Burbank School District 111, Burbank, IL

Successfully transformed an underperforming district into a data/research driven professional learning community through integration of best practices and blending of business principals into preK-12. Management team leader responsible for: Organizational Planning, Human Resources Management, Board Management, Legal, Public Relations, IT Management, Purchasing Management, Program Design & Delivery, Labor Relations, budget of 32 million, fourteen management direct reports, and 507 employees.

- Challenged with improving a district with all seven schools on the Academic Watch List, involved and aligned all elements of the learning community and implemented comprehensive reforms throughout the system. Changes resulted in a 6% reduction in the budget, a increase in services for students, and a significant improvement in student achievement moving all schools to achieve AYP in only two years with two schools specially recognized by ISBE for ISAT improvement.
- Challenged with improving the instructional environment for district schools performing well below expectations, designed and implemented a functional reorganization and redesign of job roles, designed and implemented new student programs, and designed and directed a comprehensive training program for district staff.
- Charged with improving labor relations, successfully negotiated five-year collective bargaining with labor union in an environment known for labor unrest. Facilitated positive employee relations and updated outdated HR policies/procedures leading to no employee related litigation in an organization previously known for frequent litigation.

Educational Consultant / Executive

2002-2004

Curriculum Consultants, INC, Topeka, KS

Founded and operated a comprehensive educational consulting company that provided on-going consulting, grant writing, products in literacy programming and data analysis / instructional

improvement, as well as professional development programming. Built company to profitability with mid six-figure revenue and six employees after only one year. Company and developed products acquired in 2004 by larger consulting firm.

- Assisted 37 school districts to develop strategic plans and restructure their school instructional programs through on-going consulting, administrator training, program development, and staff development. Thirty-six of the school districts demonstrated over a one standard deviation growth in group achievement after only one year.
- Researched, designed, copyrighted, and productized a comprehensive preK-8 literacy program that was adopted by 41 school districts driven by balanced literacy approach and learning styles theory.
- Researched, designed, copyrighted, and productized a comprehensive assessment and data analysis system designed to build upon typical school improvement systems and focus on classroom instructional practices and alignment to District curriculum.

Principal 1996-2002
Director of Curriculum and Instruction 2000-2002
 U.S.D. #339, Winchester, KS

Directed efforts of professional staff to transform a diverse low SES preK-8 school from low performing to nationally recognized for high performance in three years. Led a complete restructuring of the school, maintaining the same personnel, student base, and financial resources. Recognized by the Kansas State Department of Education, Kansas Association of Elementary School Principals, and Kansas Association of Middle Level Educators, and the Foundation for Excellence in Education for excellence in job performance and contributions to the profession.

- Charged with turning around a diverse elementary school performing in the bottom 10% of the state with student achievement, worked collaboratively with the school staff to complete a total restructuring of the school and comprehensive retraining of staff. Within four years the school was nationally recognized for student performance, moving to the top 15% of the state receiving special recognition from the Kansas Board of Education.
- Discovering that nine in ten students were reading below grade level, developed, implemented, and copyrighted a unique comprehensive school-wide instructional program for balanced literacy that was recognized at the state, regional, and national levels for improving student learning as 93% of students were reading above grade level after two years.
- Identifying a need to be data and research driven, designed and implemented a unique district assessment program incorporating national achievement tests, state assessments, locally developed curriculum based achievement tests, and performance assessments. Implemented detailed data protocols and meetings to diagnose issues and recommend strategies for improvement.

Counselor 1991-1996
School Improvement Facilitator 1993-1996
 U.S.D. #437, Topeka, KS

As a School Improvement Facilitator, led efforts to build comprehensive school improvement system

Based on Effective Schools Research. Provided detailed statistical analysis of student assessment results for a District of 9,000 students. Directed efforts to build a successful community center and bring economic development to an impoverished school community. Recognized by the Mayor for these efforts. As a Counselor, developed an innovative community guidance center and unique proactive elementary guidance program designed help students and families in very low SES / diverse school equalize opportunities and improve achievement. Recognized for efforts by the Kansas Counselor Association.

Teacher 1986-1990
 U.S.D. #403

Classroom teacher and coach recognized for excellence in teaching with a regional Golden Apple Award for early career teachers. Recognized as state coach of the year for turning around a perennial loosing program.

EDUCATION

NORTHCENTRAL UNIVERSITY
 EdD in Progress, Educational Administration

KANSAS STATE UNIVERSITY
 PhD Candidate (ABD), Educational Psychology

FORT HAYS STATE UNIVERSITY, 1992
 M.S., Counseling Psychology

BETHANY COLLEGE, 1986
 B.A., Education

PROFESSIONAL RECOGNITION

- 2003 National Curriculum Innovation Award, National Foundation for Excellence in Education
- 2001 National Distinguished Principal, National Foundation for Excellence in Education
- 2001 & 2002 State Principal of the Year finalist, National Association of Elementary School Principals
- 2002 & 2003 Governor's Council on Educational Improvement, Kansas State Board of Education
- 2001 Educator of the Year, USD #339 Board of Education
- 2000 & 2002 IRA International Conference State Presentation Representative, KS State Board of Ed
- 2000 OASIS Educational Innovation Award, Kansas Association of Middle Level Educators
- 1993, Kids First Award, Kansas Counselor Association
- 1990 Golden Apple Award, Golden Apple Foundation

Krystal C. Rogers-Minter

krystal_c_rogers@yahoo.com

Qualifications Summary

- M.Ed. and six years progressive experience in project management, program and operations management
- Multi-tasking and working independently are second nature
- Exceptional writer and oral communicator
- Advanced level self-motivation, critical thinking skill, autonomy for work and work ethic
- Detail oriented
- Experienced grant, report and publication writer
- Quick study

Relevant Professional Experience

- Senior Project Manager** September 2010 - present
Chicago Public Schools, Office of School Improvement Chicago, IL
- Hiring Manager** January 2010 – September 2010
Chicago Public Schools, Office of School Improvement Chicago, IL
- Program Manager** Jun 2009 - present
The New Teacher Project Chicago, IL
- Chicago Director** Jan 2007 – Jun 2009
The Young People's Project Chicago, IL
- Program Manager** Nov 2005 – Jan 2007
Family Focus, Inc Chicago, IL
- Reported to school principal and agency director
 -
- Graduate Assistant** Aug 2003 – May 2005
University of Illinois – Chicago Chicago, IL
- Fostered relationships between University of Illinois and surrounding urban communities
 - Designed, implemented, and evaluated program in Englewood middle school based on nutrition, physical activity, and social responsibility
 - Led two extended-day middle school programs based on physical activity and social responsibility
 - Served in Urban Youth Leader Project to implement responsibility-based activities for minority students in underserved neighborhoods

Education

M.Ed. in Instructional Leadership (2005)
University of Illinois-Chicago
GPA: 4.0

B.S. in Physiology (2003)
University of Illinois – Chicago
GPA: 3.5

Certificates/Training

Mastering Grant Writing Certificate (2007)
University of Illinois – Chicago External Education

GLEN A. MCCARTHY
10410 S.GREEN STREET
CHICAGO ILLINOIS 60643
(773) 814-0872 • GAMCCARTHY@CPS.K12.IL.US

OBJECTIVE

To obtain a managerial position in which I can utilize my experience, education, skills and talents to support the education of students in Chicago Public Schools with opportunities for growth.

SUMMARY OF QUALIFICATIONS

- Excellent Communication & Organizational Skills
- Development and implemented parent and community engagement/ involvement strategy for CPS Office of School Turnaround
- Planned and executed Operation Peace initiative at Harper High School
- Developed and coordinated mentorship program for the 20 most high risk males at Harper High School identified by the school Principal in partnership with District 7 CPD
- Organized Adopt A Block safe passage strategy for Fenger High School - Fall 2009-2010 school year; mobilized community members and clergy
- Have built partnerships with CPD, CAPS, CBOs, FBOs, and Churches
- Over 10 years of experience working with high-risk youth and their families
- Received Public Sector Award from Cook County Crime Stoppers for anti-violence project design and implementation at Harper High School
- Experience as a manager and liaison for post-secondary higher educational institution
- Strong commitment to helping inner city high risk youth realize their potential for success

WORK EXPERIENCE

08/2008-Present Chicago Public Schools - Office of School Turnaround
Position: Family and Community Involvement Manager

- Ensured that the community and families of turnaround schools are engaged in productive, two-way dialogue for the improvement of turnaround efforts
- Designed strategies and model for taking decisive action to increase peace for turnaround students and to build stakeholder support for turnaround efforts through strategic relationship building and strong communication

- Built partnerships with parents, community based organizations, civic departments, faith-based organizations and churches
- Organized clergy in the Roseland Community to form Fenger Ministers Alliance to support the school's mission, provide safe passage, mentorship, and outreach to families
- Organized community residence in the Roseland Community to form Fenger's Adopt A Block Safe Passage initiative

02/2008-06/2008 Lawrence Hall Youth Services (Chicago, IL)
Position: Residential Treatment Specialist

- Provide supervision of basic living needs, such as food, shelter, clean clothes, bedding, and other personal items and services needed to meet the requirements of reasonably comfortable and socially acceptable group living as well as the special needs of individual residents
- Stimulate residents to expand their knowledge base, assist in tutoring and help them to do their homework assignments, and generally orient them toward social norms which govern life both within and outside the agency
- Provide and symbolize adult security to residents by maintaining discipline and order with the group, keeping the demands of individual residents in balance with the needs of the group as a whole.

09/2007-01/2008 Unitrin- United Insurance of America
Position: Insurance Agent

09/2005--08/2006 Kimball Avenue Evangelical Congregation Church
Position: Pastoral Assistant Intern/ Part time

- Assistant to Senior Pastor
- Worship Service Planning and Leading
- Preaching
- Leading Small Group Ministry
- Served as a Church's liaison to Community Based Organizations

09/2004-06/2005 North Park University (Chicago, IL)
Position: After Hour Coordinator/ Part-time

- Develop and staff program with college students and curricula/ co-curricula activities appropriate to Junior High Students.

- Develop vision, strategy and philosophy for ministry that fosters faith and spiritual formation in students.
- Managed student leaders and respective budget line items.

06/ 2002-08/2004 North Park University (Chicago, IL)
Position: Admissions Counselor

- Managed the Chicago territory as the university's representative for prospective students, parents, secondary school counselors and other individuals and organizations involved in the college selection, application and matriculation process. Planned and implemented recruitment activities for assigned public and private high schools and territories.
- Counseled a diverse population of prospective applicants one-on-one through the admissions process. Informed prospective students of opportunities at the University, primarily by in-person appointments, phone calls and emails. Reviewed and scored application essays and other materials submitted by applicants for the purpose of making admission decisions.
- Managed ongoing strategic communications with high schools and independent counselors, including email, print, and other media. Assisted in the development and delivery of on-campus events and programs for counseling groups, individual students and families.
- Coordinated and contributed to the success of various student visit programs designed to recruit targeted prospective applicants to the University

01/2001-06/2001 Chicago Public Schools (Chicago, IL)
Position: Substitute Teacher

06/1998-06.2001 BPS Staffing/ Part time
Position: Office Support

1997-1998 DynCorp - Application Support Center/Immigration Naturalization Services
Position: Quality Assurance Technician

- Oversaw inspection process, analyzing fingerprint cards for quality and accurate data
- Managed database of client records

- Co-trained new employees to operate new government facility in Detroit, MI: DynCorp INS/ ASC

EDUCATION

08/2004-08/2008 North Park Theological Seminary (Chicago, IL)
Masters of Divinity Degree

01/1999-05/2000 North Park University (Chicago, IL)
Bachelors of Arts Degree, Biblical Theological Studies

09/1990-05/1994 Robert L. Lindblom Technical High School
(Chicago, IL)

REFERENCES

Furnished upon request

DONALD J. FRAYND

EDUCATION

- 2000 - 2003 University of Wisconsin - Madison Madison, WI
Doctor of Philosophy in Educational Administration
- Emphasis in Program & Instructional Leadership
 - Distributive minor in Diversity & Leadership
 - Wisconsin Principal Certification
 - Illinois Principal Certification
 - Dissertation: The politics of controversy and public opinion in pK-12 schools. This study emphasizes the importance of strong school / community relations and provides insights for when conflict arises.
- 1994 - 1997 Creighton University Omaha, NE
Master of Arts
- 1990 - 1994 Creighton University Omaha, NE
Bachelor of Arts
- Nebraska Teaching License

AWARDS

- 2007 Empowered and led Jones College Prep faculty and staff through improvement across multiple measures leading to the reception of the U.S. News & World Report's Gold Medal, awarded to the top 100 high schools in the United States
- 2006 Empowered and led Jones College Prep faculty and staff through multiple years of progressive academic improvement, especially for low-income students, leading to the reception of the U.S. Department of Education's Blue Ribbon Schools Award, the first awarded to a Chicago public high school
- 2001 University of Wisconsin - Madison Department of Educational Administration's Netzer & Eye Scholarship
- 2001 - 2003 Spencer Fellowship
- 2000 Creighton Prep Campus Ministry Robert Bellarmine Award
- 2000 Creighton Prep Dedicated Coaching Service Award
- 1997 Creighton University Derance Scholarship
- 1996 CHADD Dedicated Service Award for excellence in supporting the education of students with A.D.D.
- Nominated for Creighton University's Christian Service Award. 1 of 4 students nominated for this award, which is one of two of the

university's highest student honors.

- 1994 Alpha Sigma Nu National Jesuit Honor Society
- 1991 - 1994 Creighton University Campaign Scholarship

LEADERSHIP EXPERIENCE

2009 – Present Chicago Public Schools Chicago, IL

Turnaround Officer

- Senior executive in charge of district's Office of School Turnaround, a portfolio containing 2 elementary and 2 high school turnarounds with plans to continue scaling to more high schools in the future
- Supervised and developed principals, turnaround implementation team, and senior staff. Managed budgets totaling \$30M, developed and implemented a performance management system, and continued to build and implement a holistic and comprehensive strategy to transform our lowest performing schools
- Met first year targets including doubling standardized test performance, reducing serious discipline incidents by 80%, and increasing attendance and freshmen on-track rates

2008 Chicago Public Schools Chicago, IL

High School Turnaround Director

- Created and managed an initiative to develop a turnaround model for the district's lowest performing high schools
- Managing turnaround efforts at 1 (scaling to 3 for 2009-2010) high school(s) by hiring an entirely new staff, developing training programs, and managing key projects / leadership development in the turnaround high schools

2003 – 2008 Jones College Prep Chicago, IL

Principal

- Selective enrollment, city-wide, Chicago Public School of approx: 750 students made up of: 60% low-income, 26% white, 25% African-American, 30% Latino, 13% Asian, and 10% Special Education.
- Developed, in concert with Local School Council, and led the execution of a long range strategic plan with 4 priorities: 1) Expand rigorous and engaging instructional and formational practices, 2) Provide essential supports for academic improvement through integrated whole-person approaches, 3) Enhance recruitment and preserve diversity, and 4) Evolve institutional development program and manage new addition construction.
- Earned four years of "exceeds expectations" evaluation ratings from Local School Council
- Developed and executed a comprehensive human resource strategy leading to a more diverse, increasingly higher and more selectively educated, and passionate teaching staff.

- Served on multiple district-level committees including Principal Selection, Student Information System Advisory, Turn-Around Schools, and Special Education Staffing.
- Managed 100 employees and a \$6.5 million budget

1996 - 2000 Creighton Preparatory School Omaha, NE
Assistant Principal / Director

- Enrollment of this school = 1200+ students
- Hired to coordinate and enhance existing school-wide programs that were integral to the mission and identity of the school.
- Coordinated and trained faculty, students, and volunteers to lead retreats (mostly overnight experiences, required for all 1200+ students), service learning expeditions, liturgy, and weekly student community groups (approx. 250 students participate)
- Supervised full-time staff members, indirect supervisor of co-curricular commitments of all 60 faculty members, the majority of non-certified staff, and over 50 parent volunteers per year
- Served on Tenure Committee and evaluated faculty members' progress in areas required for tenure
- Managed a budget, wrote capital expenditure proposals, and worked to expand physical spaces
- Created and empowered others to maintain and nurture a new student group to take leadership of the school's service / community program under the moderation of adult staff members.
- Wrote and was awarded several grants for enhancing department programs

School-wide Service & Leadership

- Created and chaired an all-school standing committee designed to educate about and help solve problems related to sexuality and gender.
- Served on and chaired task force committees related to two capital campaigns that raised \$20 million over a six year period.
- Served as a member of the Principal's Advisory Committee
- Developed and facilitated, in concert with the principal, faculty formation / professional development programs including the first year faculty orientation program
- Served on Theology Curriculum Redesign Committee
- Served on School Technology Committee

Assistant Master Schedule Builder

- Assisted in the construction of the school's master schedule
- Became proficient in the use of custom-built software and the methods of schedule of building

HIGH SCHOOL TEACHING / COACHING EXPERIENCE

1994 - 2000 Creighton Preparatory School Omaha, NE

Faculty Member

- Taught freshman, sophomore, junior, and senior level theology courses and sophomore level biology
- Designed and taught a course called Sexuality & The Christian Tradition. Within a year, this course was over-enrolled for 3 sections per semester and was praised by many parents for introducing new ideas and offering a more holistic and balanced approach to sexuality education.

Coach

- Served as Head Cross Country, Assistant Cross Country, and Assistant Swimming coach

1994 Girls & Boys Town High School Omaha, NE

Instructor

- Participated in extensive training in the Girls and Boys Town Social Skills in the Schools model
- Taught a remedial reading course

UNIVERSITY TEACHING / TEACHER SUPERVISOR EXPERIENCE

2008 University of Chicago Chicago, IL

Adjunct Professor

- Created and taught the School of Social Work Administration's first leadership course entitled *Leadership in Unpredictable Political Conditions*

2000 - 2003 University of Wisconsin - Madison Madison, WI

Project / Teaching Assistant

- Co-taught and developed curriculum for 2 courses and one additional course that is frequently offered in a 2-way video / Internet format
- Co-authored articles and co-investigated research projects.
- Designed and maintained web sites and supporting materials for 3 courses in the Department of Educational Administration
- Created and distributed marketing materials for the department in general and for specific outreach courses

2001 - 2002 University of Wisconsin - Madison Madison, WI

Teaching Assistant

- Supervised and provided feedback for elementary education students as they fulfilled their practicum requirements for their certification in early childhood literacy
- Taught a seminar on teaching methods in the Department of Curriculum & Instruction with particular emphasis on reading instruction

1997 – 2000 Creighton University Omaha, NE

Adjunct Faculty Member

- Developed and taught a teaching methods course
- Served as a consultant for the Secondary Education Director and Theology Department Chairperson
- Coordinated student-teacher aiding hours

COMMITTEE WORK / SERVICE

- 2009 – Present Driving Dramatic School Improvement Steering Committee, a committee made up of national school turnaround leaders to sponsor a national conference and ongoing support
- 2006 – 2008 Targeted Recruitment & Support Steering Committee, a committee designed to preserve the diversity of Chicago's selective enrollment schools
- 2004 – 2007 District-wide Advisory Committee on Student Information System Integration, a group of district leaders that met to help support the rollout of a new information system
- 2004 – 2006 Illinois Safe Schools Alliance Board, an organization that supports safe schools practices across the state of Illinois
- 2003 – Present Consortium on Chicago School Research Steering Committee, a group of scholars and practitioners who guide and support the research of the Consortium
- 2001 - 2003 President of University of Wisconsin – Madison Department of Educational Administration student group
- 2002 Committee chairperson for Creighton Preparatory School Task Force for Contemporary Issues of the Adolescent
- 2001 - 2002 University of Wisconsin - Madison university-wide Student Non-Academic Misconduct Panel
- 2001 - 2002 University of Wisconsin - Madison School of Education Equity & Diversity Committee
- 2001 - 2002 University of Wisconsin - Madison Department of Educational Administration Program Committee

TECHNOLOGICAL SKILLS

- Proficient in various distance teaching technologies
- Proficient in Macromedia's Dreamweaver web page editing software
- Proficient in Adobe Photoshop graphic editing software
- Proficient in Apache Web Server software
- Proficient in Adobe Acrobat Portable Document File software
- Proficient in Adobe Premiere audio / video editing and capture software
- Proficient in Microsoft Office Suite (Word, Outlook, Power Point, Access) productivity software

1997 – 2000 Creighton University Omaha, NE

Adjunct Faculty Member

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TECHNOLOGICAL SKILLS

- Proficient in various distance teaching technologies
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- Proficient in Adobe Photoshop graphic editing software
- Proficient in Apache Web Server software
- Proficient in Adobe Acrobat Portable Document File software
- Proficient in Adobe Premiere audio / video editing and capture software
- Proficient in Microsoft Office Suite (Word, Outlook, Power Point, Access) productivity software

PUBLICATIONS

Journal Articles

1. Fraynd, D.J., & Capper, C.A. (2003). Do you have any idea who you just hired?!? Journal of School Leadership, January.
2. Cook, T.M., & Fraynd, D.J. (1999). Where will we find our next generation of religious education teachers? National Catholic Education Association's Momentum Magazine, April / May.

Book Reviews

1. Fraynd, D.J. (2003). Invited essay review: Resisting ghettoization and expanding the boundaries of diversity education: The possibilities of antioppressive pedagogy. A review of Kevin Kumashiro's book, Troubling Education. International Journal of Qualitative Studies in Education.
2. Fraynd, D.J. (2001). Invited book review: Take Back The Word by Robert Goss and Mona West (Eds). Journal of Religion & Society. Online at: www.creighton.edu/JRS/

NATIONAL REFEREED PRESENTATIONS

1. Hare, T., & Fraynd, D.J. (2003). An exploratory study on the impact of ethnic conflict and war in Bosnia on student perceptions of future educational and life choices. Paper to be presented at the American Educational Research Association Annual Meeting, Chicago, IL.
2. Fraynd, D.J. (2003). The politics of controversy and public opinion in and around pk-12 schools. Paper to be presented at the American Educational Research Association Annual Meeting, Chicago, IL.
3. Fraynd, D.J. (2002). Research designs and methods for studying controversy. Paper presented at the University Council for Educational Administration Annual Meeting, Pittsburgh, PA.
4. Lugg, C., Fraynd, D.J. et al. (2002). Building support for diverse communities: Perils and possibilities. Served as a group discussion facilitator for this general session at the University Council for Educational Administration Annual Meeting, Pittsburgh, PA.
5. Hafner, M. & Fraynd, D.J. (2002). Teaching strategies for developing leaders for social justice. Co-presented in this conversation session at the University Council for Educational Administration Annual Meeting, Pittsburgh, PA.
6. Fraynd, D.J. (2001). School re-culturing, transformational leadership, and student empowerment. Paper presented at the American Educational Research Association Annual Meeting, Seattle, WA.
7. Fraynd, D.J. (1998). Pedagogy in today's independent Jesuit high school classroom. Paper presented at the Bi-Annual Colloquium of the Jesuit Secondary Education Association, Seattle, WA.

Lynne Moore Nelson

622 East 42nd Street

Chicago, IL 60653

Home 773.935.0433

lynnemoorenelson@gmail.com

EMPLOYMENT HISTORY

CHICAGO PUBLIC SCHOOLS

Chicago Public Schools is the third largest public school system in the United States with a \$4.8 billion annual budget, 665 schools and 408,000 students

Deputy Officer of Operations & Strategic Management, OSI **2010-Present**

- Lead the development and management of a \$16 million department, school level and operating plan for the Office of School Improvement which includes 5 turnaround schools and transformation schools
- Establish a disciplined strategic management system that focuses on key priorities and cascades to all levels of the unit and schools

Chief of Staff, Education **2006 – 2010**

- Support Chief Education Officer in implementing CPS' educational goals by assisting in the management of her direct reports
- Responsible for overseeing \$75 million educational program budget and accomplished yearly budget reductions of five percent with minimal school level disruption

Facility Maintenance Director **2004 - 2006**

- Manage an 8 person team and \$140 million budget for outsourced school custodial services and system wide utilities

First Assistant Chief Of Staff **2002 - 2004**

- Served as project manager on various CEO initiatives that ranged from strategic organizational planning to corporate and community outreach

CIVIC CONSULTING ALLIANCE

(FKA FINANCIAL RESEARCH AND ADVISORY COMMITTEE)

Civic Consulting Alliance is a nonprofit consulting organization that provides pro-bono counsel on strategic, financial and operational issues for clients within the Chicago city government

Senior Consultant **2000 - 2002**

CHICAGO PARK DISTRICT

Deputy to the Chief Operating Officer **1998 –2000**

LARKIN, HOFFMAN, DALY & LINDGREN, LTD.

Associate Attorney **1995 – 1998** Bloomington, Minnesota

LAW CLERK

ASSISTANT CHIEF JUDGE PAMELA ALEXANDER
Minnesota Fourth Judicial District Court

1994-1995

EDUCATION

Juris Doctor

Mercer University
Macon, GA

Bachelor of Arts

Howard University
Washington, DC

RUKIYA CURVEY-JOHNSON

1236 S. Federal St. #B Chicago, IL 60504 • rcurvey@yahoo.com • (734) 678-5148 cell

Dynamic, dedicated, results-oriented change agent with a proven ability to drive multi-functional projects and lead organizational change while maintaining commitment to social mission and financial goals. Experience in K12 public education reform; strategic planning, implementation and execution. Demonstrated success in building relationships with key stakeholders in community and government.

Core competencies include:

- Strategic Planning & Execution	- Partnership & Alliance Building	- Creative Problem Resolution
- Project Management	- Organization Transformation	- Leadership Development

PROFESSIONAL EXPERIENCE

DIRECTOR

Chicago Public Schools: Chicago, IL

3/2008 – Present

Office of School Improvement lead's CPS Turnaround, Transformation, and Restart Initiatives

Office of School Improvement – Elementary Strategy & Execution

- Drive the implementation of the elementary turnaround strategy, ensuring integration and alignment of school programs, systems, and resources.
- Collaborate with principals to develop and promote a school culture focused on student outcomes, school-wide accountability, and continuous adult and student learning,
- Lead cross-functional team of experts to implement and execute comprehensive reform model to transform low-performing schools into higher performing schools.
- Empower school leadership with performance management tools and structures to drive change for desired results.
- Develop and support articulation and alignment activities between turnaround high schools and feeder schools.
- *Met targets for turnaround schools with double-digit growth of students meeting/exceeding on state standardized test, increased student attendance, and reduction of serious discipline incidents.*

Teaching + Learning – Operations and Project Management

- Guided the execution of CPS Teaching + Learning (T+L) strategic initiatives; ensuring coherence in development and communications across (5) curriculum offices.
- Lead development, mapping, and improvement of key processes and reporting tools to support the enhanced performance and efficacy of T+L programs.

- Worked with key stakeholders to maximize alignment and efficiency of resources to achieve district-supported goals.
- Served as primary conduit for development, analysis, and reporting of key performance indicators for T&L.
- Lead development of actionable scaling strategies and infrastructure elements for implementation of a multi-tiered initiative in (43) high schools including: materials/technology procurement and delivery; information management; and human resources logistics.
- Managed budget planning, projections, and grants for department with funds totaling over \$35MM.
- Lead team of project managers to execute operational objectives and workplans critical to supporting effective teacher activities in schools.
- Set up and managed accountability quality control processes to track progress and inform planning.
- Facilitated communication and collaboration with internal and external CPS stakeholders including: school leadership teams, curriculum developers, and foundation partners

NATIONAL DIRECTOR

Shrine of the Black Madonna Cultural Center & Bookstore: Detroit, MI 8/2003 – 3/2008

Shrine of the Black Madonna Cultural Center & Bookstore is one of the nation's largest & oldest African-American owned cultural centers & bookstores featuring artisans & authors of the African Diaspora with revenues exceeding \$1.5MM

- Contributed vision, strategy, and leadership with full P&L accountability for all aspects of operations across all locations and online (locations in Detroit, Atlanta, & Houston).
- Developed protocols for operations including: standard operating procedures for stores; centralized accounting for enhanced fiscal oversight; implementing cost-saving measures; and budget-planning.
- Led development and execution of marketing strategies including: creation of marketing materials; developing key alliances with national & local partners (i.e. Essence Magazine, ProLiteracy, New York Times, Cities of Detroit, Houston, and Community Art Collective); store renovation; in-store/online merchandising, and e-marketing customer outreach.
- Revamped program and merchandise offerings to include workshops, language classes, dance classes, writing competitions, exhibitions, and symposiums boosting traffic and participation by 120%; Received the **2007 Madame CJ Walker Award** for Innovation from the Hurston-Wright Foundation.

PROMOTIONS MANAGER /ACCOUNT EXECUTIVE

General Motors R*Works: New York, NY 3/1998 – 7/2001

*General Motors R*Works, a unit of Interpublic Group, is a full-service event, promotions, and sponsorship experiential marketing company dedicated to General Motors.*

- Led cross-functional team to create experiential promotional opportunities that aligned division and regional brand strategies resulting in increased brand awareness and buy-in by dealerships.
- Negotiated and initiated contracts with vendors/promoters to maximize benefits and reduce promotional costs by over \$1MM.
- Produced, sold, and managed sponsorships, budgets, and marketing efforts for charitable golf tournaments raising over \$850K

EDUCATION

UNIVERSITY OF MICHIGAN BUSINESS SCHOOL **Ann Arbor, MI** **May 2003**

Master of Business Administration

- Emphases in Nonprofit Management and Marketing
- Awarded merit-based Consortium for Graduate Study in Management Fellowship
- Community Consulting Team Leader

UNIVERSITY OF VIRGINIA **Charlottesville, VA** **December 1996**

Bachelor of Arts in Psychology and Spanish

- Awarded Jackie Robinson Foundation Scholarship
-

OTHER

- **Carter G. Woodson Institute Member** **Chicago, IL** **Present**
- **International Reading Association Member**
- Awarded "Spirit of Detroit" Award for working partnership with Pro-Literacy Detroit
- Proficient in Spanish

Gavin Doughty, PMP

3106 W Lyndale 2B, Chicago IL, 60647

Phone: 773-220-3636 E-Mail: gavin@doughty.nu

Overview

PMP certified Project and Performance Management professional with expertise in systems and process architecture and implementation. Proven ability to deliver high quality and consistent results by implementing and following structured processes. Exceptional communication, presentation and team building skills. Excellent ability to work across multiple organizational levels, geographies and cultures.

Recent Career Highlights

- Developed, implemented and managed the School Based Performance Management structure, processes and tools for the Chicago Public School's Office of School Turnaround
- Developed, implemented and managed the Project Portfolio Management structure and processes for the Chicago Public School's Office of Technology Services
- Developed and implemented the Information Technology Change Management structure and processes for the Chicago Public School's Office of Technology Services

Experience

Director of Performance Management - Office of School Turnaround, Chicago Public Schools | June 2009-Present

- Designed the architecture for Turnaround School Based Performance Management integrating all elements of school turnaround into single framework
- Developed software tools (SQL, SAS, VB and VBA) to distribute the analysis and management of School Based Performance Management information
- Managed operational Performance Management processes, systems and staff

Enterprise Architect & Project Management Office (PMO) Manager

Information Technology Services, Chicago Public Schools

Oct 2005-June 2009

- Developed Business and Information Architecture for multiple departments and programs
- Developed and implemented Portfolio Management structure and systems for IT investments
- Established Change Management systems and processes for IT department

Project Manager - Kaplan Financial

Aug 2003-Oct 2005

- Responsible for the integration of acquired organizations' networks into parent organization's network
- Lead Financial Services tracking software project from project inception to beta release

Development Lead/Network Administrator - ChevronTexaco (Contract)

July 2001-July 2003

- Responsible for numerous application migration projects from legacy platform to post-merger platform
- Developed interface for remote access web portal (Citrix based)

IT Manager - Sunrise Housing

Aug 1998-July 2001

- Established and managed IT Department for start-up Manufacturing/Housing organization

Education

Project Management Professional (PMP) Certification

2005

Texas A&M University

1997

Bachelors of Science in Genetics

Skills

Systems and Process Architecture, Project Management, Corporate Performance Management (CPM), Information Architecture, Information Design, SQL, SAS, Visual Basic (& Visual Basic for Applications), Data Analysis, HTML/Web Development, ITIL Foundation Certificated, MS Office Suite

CLEO B. AQUINO

7036 W. HENDERSON STREET ♦ CHICAGO, IL 60634 ♦ CELL: 773-218-6897 ♦ E-MAIL:

MCAQUINO@CPS.K12.IL.US

PROFESSIONAL EXPERIENCE:

CHICAGO PUBLIC SCHOOLS 9/2003 – PRESENT

OFFICE OF SCHOOL TURNAROUND CHICAGO, IL

DEPUTY (11/2009 –PRESENT)

- Responsible for the unit's operational management, ensuring compliance to district policies and directives, and

the execution and evaluation of strategy elements developed for turnaround schools.

- Lead the development of an annual \$11.191 million dollar budget and operating plan that supports the department's strategic and financial goals, business model and core values.
- Oversee the development and implementation of hiring strategies to ensure turnaround schools are fully staffed.

DEPARTMENT OF HUMAN RESOURCES CHICAGO, IL

TEACH CHICAGO TURNAROUNDS & HUMAN CAPITAL INITIATIVE

SR. PROGRAM DEVELOPER ANALYST (12/2007 – 11/2009)

- Managed whole-school staffing efforts for ten reconstituted schools which resulted in recruiting 275 teachers and an additional 200 for non-teaching positions for the 2008.2009 and 2009.2010 academic year.
- Established collaborative relationships which resulted in additional recruitment support with The New Teacher Project, Teach For America, Golden Apple Foundation, Academy for Urban School Leadership among others.
- Negotiated and finalized scope of work and terms of agreements with nonprofit partners for performance and contact schools under reconstitution.
- Developed Principal Workshop Sessions in partnership with The New Teacher Project to provide best practice training in recruitment, marketing, and selecting teachers for their schools with a focused curriculum on high

need subject areas such as math, special education, bilingual education, and projecting vacancies.

TEACHER PIPELINE PROGRAMS

RECRUITMENT MANAGER (11/2006 – 12/2007)

- Managed and led three teacher recruitment pipeline programs which included: Teaching Residency &

Internship Programs, Alternative Certification Programs and the Student Teaching Program which resulted in 25% of new hires as first year teachers and management of a \$2 million budget.

- Established collaborative relationships which resulted in additional coaching support for teachers through The New Teacher Center, expanded recruitment capacity through The New Teacher Project, and financial commitments from foundations for the Teacher Pipeline Programs.

- Negotiated and finalized contracts relating to the scope of work and terms of agreement with nonprofit partners in support of the Teacher Pipeline Programs.

- Developed Request For Proposal guidelines for universities to be considered as the provider of teacher preparation programs through an alternative certification route.

- Developed Principal Workshop Sessions in partnership with The New Teacher Project to provide best practice training in recruitment, marketing, and selecting teachers for their schools with a focused curriculum on high need subject areas such as math, special education, bilingual education, and projecting vacancies.

ALTERNATIVE CERTIFICATION PROGRAMS

OPERATIONS & PROGRAM MANAGER (9/2003 – 11/2006)

- Managed recruitment process and program development for applicants seeking teacher credentials through an

Alternative Certification Program funded by the \$1.9 million Transitions To Teaching Grant awarded by the Department of Education.

- Managed university and nonprofit relationships to negotiate discounted tuition rates and program development for teacher cohorts in critical shortage areas.

- Established collaborative Central Office relationships which included Law, Payroll, Learning and Development, Employee Services and Principals that resulted in developing tuition reimbursement procedures, an efficient recruitment and hiring process for career changers, and

producing teaching service agreements between Alternative Certification Program Participants and CPS.

- Facilitated a research project that analyzed the impact of Alternative Certification Programs within CPS. The project was funded by a \$400,000 grant from the Joyce Foundation and managed by the University of Illinois

Chicago.

ARTHUR ANDERSEN LLP 12/2000 – 12/2001

INTERNATIONAL EMPLOYMENT SOLUTIONS PRACTICE MILWAUKEE, WI

SENIOR ASSOCIATE

- Managed expatriate tax engagements for corporations regarding their global workforce.
- Supervised new associates and interns
- Addressed IRS and state notices on client's behalf through Power of Attorney privileges

PRICEWATERHOUSECOOPERS LLP 10/1995 – 11/2000

INTERNATIONAL ASSIGNMENT SOLUTIONS PRACTICE CHICAGO, IL

SENIOR ASSOCIATE (8/1999 - 11/2000)

- Managed expatriate tax engagements for corporations regarding their global workforce.
- Served as primary contact for client's human resource and payroll departments, which included consulting on compensation reports for W-2 statements, scheduling global assignments and addressing social security and tax treaty concerns.
- Conducted individualized tax consultations for client's expatriate and foreign national employees.
- Provided training sessions to newly hired associates and interns on expatriate and foreign national employees.
- Managed three associates and seven interns during tax seasons.

ASSOCIATE (9/1996 – 8/1999)

- Provided communication and memorandums to foreign offices detailing client's expatriate policies, contractual obligations that were negotiated with the client and administrative procedures.
- Organized client projects and tax compliance work for company foreign offices.

- Prepared US federal and state individual tax returns for client's global workforce.

EXECUTIVE ASSISTANT (10/1995 – 9/1996)

- Developed project budgets, administered client billing, became meeting planner for continuing educational seminars, scheduled meetings and travel arrangement for management team, managed daily expenses for management team, prepared proposals and client status reports.

CIVIC EXPERIENCE:

CHICAGO COMMUNITY TRUST (2008 – PRESENT)

Active Fellowship Committee Member – Developed competencies, selection guidelines and interview protocols to identify candidates for the Trust's Emerging Fellows and Experienced Fellows Program Internship - Researched policy and collected data for the Arts Education Initiative. Reviewed grant proposals and issued recommendations of appropriate funding to the staff within the arts and education programs.

ASSOCIATED COLLEGES OF ILLINOIS (2007 – PRESENT)

Active member on the Associated Colleges of Illinois Education Center to advise, research, and participate in strategic planning for increased program and financial resources that impact state policy and dramatically improve student achievement.

EDUCATION: Loyola University of Chicago - Bachelor of Business Administration in Finance

Loyola University of Chicago – Certificate in Philanthropy and Nonprofit

ALFONSO TAPIA, NBCT

1508 N. ELK GROVE AVE. APT. 1 • CHICAGO, ILLINOIS 60622
PHONE 773.301.3899 E-MAIL ALFONSO.TAPIA.97@ALUM.DARTMOUTH.ORG

EDUCATION

University of Illinois at Chicago M.A. Educational Leadership	Chicago, IL <i>Expected: 2010</i>
Dartmouth College Bachelor of Arts in Spanish Literature, minor in Studio Art	Hanover, NH 1993-1997

CERTIFICATION

National Board Certification	
State of Illinois, Master Elementary & Secondary Teaching Certificate	December 2006
<i>Bilingual/ESL endorsement</i>	<i>Expected: 2010</i>

PROFESSIONAL EXPERIENCE

Chicago Public Schools, Office of Turnaround Schools
Assistant Director of Curriculum and Instruction June 2009-Present

- Coach two turnaround schools' instructional leadership teams
- Oversee and support implementation of Teacher Advancement Program at Harper High School

Young Women's Leadership Charter School

Leadership Roles 2004-2009

- PROFESSIONAL DEVELOPMENT COMMITTEE: Programmed on-going meaningful professional development tied to school-wide strategic objectives
- LEADERSHIP TEAM: Analyzed and synthesized various forms of data in addressing student needs
- EQUITY TEAM: Implemented the framework "Courageous Conversations About Race" framework and Culturally Relevant Pedagogy workshops to increase academic achievement
- COALITION OF ESSENTIAL SCHOOLS: Mentored SeaTac High School on EASE, an outcome-based assessment model
- INSTRUCTIONAL SUPPORT TEAM: Provided consistent teacher observation and feedback
- CONTENT AREA TEAM LEADER: Facilitated weekly meetings, lead team in Lesson Study and Understanding by Design curriculum development
- DEVELOPING TEACHER ROUNDTABLE FACILITATOR: Facilitated discussions in a Critical Friends Group around authentic teacher dilemmas and looking at student and adult work
- PRACTICUM PLACEMENT COORDINATOR: Facilitated and promoted teacher mentorship by placing student observers and student teachers

Spanish Instructor

2002-2009

- Plan and instruct using wide variety of teaching aids, motivational and implementation strategies to engage students in active learning of Spanish as a foreign language with an equity and social justice

lens

- Employ the communicative approach to teaching of Spanish with supplemental use of the Rassias Method
- Design and implement Spanish curricula for the high school (Spanish I-IV for non-native speakers and Spanish Literature Courses as well as Advanced Placement Spanish)
- Align curriculum to state and national standards through the articulation of academic outcomes
- Train Spanish instructors on the Rassias Method for Language Acquisition

Advisor

2002-2009

- Engage parents as partners, leaders, and key stake holders in realizing the school's mission and vision
- Counsel advisees through goal setting and refinement of organizational skills
- Explore issues, concerns and leadership qualities for the personal and social development of advisees

Junior Academy Co-Facilitator

2005-2006

- Orchestrated biweekly interdisciplinary team meetings focused on individual student support to promote high standards and increase student academic achievement
- Led through shared vision and values to promote participation of all 12 team members
- Guided strategic planning process for the Junior Academy

Consortium on Chicago School Research

School of Social Work and Administration, The University of Chicago

June-September 2008

Lead Analyst

- Analyzed qualitative data from student interviews for "The Rigor Report: The Instructional Challenge."

Nuestra America/Our America Charter High School

Spanish Instructor/English Instructor

1998-2002

- Developed and implemented curricula for Spanish Department
- Taught 1st-4th year Spanish for Spanish speakers and Spanish as a second language
- Initiated and taught the Advanced Placement Program
- Developed thematic units with project-based learning and Arts integration, focused on equity and social justice
- Developed and implemented 2-year curricula for English as a Second Language

Rassias Language Institute at Harold Washington College

Lecturer/Trainer

1997-2000

- Applied Rassias Method of Language Acquisition to teach introductory Spanish classes
- Selectively chosen to train high school teachers citywide to use the Rassias Method

Dartmouth College, Dept. of Spanish and Portuguese

Apprentice Teacher

1994-1997

- Selectively chosen to conduct daily Spanish drill sessions to introductory classes
- Applied Rassias Method of Language Acquisition to reinforce oral comprehension

ADDITIONAL PROFESSIONAL ACTIVITIES

National School Reform Faculty, *Critical Friends Group Coach*

EASL, Equity and Achievement for Standards-based Learning, *Consultant*

Association of Supervision and Curriculum Development, *Member*

ELLEN M. KENNEDY

4458 S. King Drive, #GS

Chicago, IL 60653

773.636.8117

ellenmkennedy@hotmail.com

Licensed Clinical Social Worker (LCSW)

Type 73 School Social Work Certification

Type 75 General Administrative Certification

EDUCATION

2010	American College of Education, Chicago, IL	M.Ed. Educational Leadership
2008	Chicago State University, Chicago, IL	Post MSW Type 73 Certification
1999	University of Chicago, Chicago, IL	A.M. Social Service Administration
1997	University of Dayton, Dayton, OH	B.A. Sociology

EXPERIENCE

July, 2008-Present Chicago Public Schools (CPS), Chicago, IL
Start-Up Manager, Office of School Turnaround (OST)

- Coordinate and lead start-up work at high schools identified for turnaround services
- Manage strategic expenditure of start-up budget
- Oversee capital improvements and major building logistics overhaul
- Ensure that OST's School Stabilization initiatives related to building operations are successfully completed by major, high-stakes milestones
- Support the department's comprehensive hiring strategy by interviewing candidates, observing sample lessons, and coordinating hiring efforts with other CPS entities
- Plan applicable summer foundations professional development training
- Coordinate evaluation and overhaul of Career & Technical Education (CTE) programs
- Assist Student Development initiatives such as Well Managed Classroom implementation and operational support for departments in the division
- Certified Consultant/Certified Trainer in Boys' Town Well Managed Classroom Program

2004-July, 2008 Civitas Schools, Chicago, IL Director of External Affairs & Strategic Initiatives
Operations/School Start-Up Initiatives:

- Coordinated and led implementation of new school start-up initiatives for Chicago International Charter School (CICS) campuses managed by Civitas Schools
- Provided leadership on replicating programs and systems to ensure fidelity to the organization's mission, model and curriculum
- Assisted with Request for Proposals (RFP) preparation
- Completed accountability reporting for Chicago Public Schools (CPS) and Illinois State Board of Education (ISBE)

Associate Director role at CICS Ralph Ellison Campus (2007-2008):

- Led all non-academic programming, including Advisory, Student Activities, and Athletics
- Managed student recruitment and enrollment, student registrations and orientations, student testing, school assemblies
- Coordinated Back-to-School Night, Open House, Parent-Teacher Conferences, and staff professional development programming
- Managed building operations
- Moderated Student Ambassadors and Student Government
- Supported design of data-driven instruction and data analysis of EPAS testing

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Civitas Schools (continued)

Marketing, Communications & Community Relations:

- Supervised production and/or creation of all external written communication pieces, including brochures, annual reports, school profiles, advertising materials, and electronic newsletters
- Managed content and layout of four websites
- Produced media releases and alerts
- Acted as liaison between organization and external stakeholders, including community groups, elected officials, neighboring schools, and chambers of commerce

Fundraising:

- Developed and led the implementation of a two-year comprehensive fundraising plan
- Established development office including systems and fundraising goals
- Exceeded fundraising goals in three consecutive fiscal years, averaging 118% of annual projection.
- Conducted all foundation relation activities from research, grant writing and cultivation to stewardship and reporting
- Managed annual fund campaign
- Organized special events
- Participated in strategic planning and board development
- Assisted with establishment of Civitas Schools Foundation and 501c3 non-profit status

2000-2004 The Day School, Chicago, IL

2002-2004: Human Resources & Development Coordinator

- Directed all fundraising efforts including individual giving, grant writing, and special events
- Collaborated with Executive Director and Board of Directors on special events, board development, and strategic planning of organization
- Started the private party rental program for grounds of building
- Coordinated annual new staff orientation and professional development programming
- Oversaw personnel files, benefits enrollment, payroll processing, and employee attendance
- Overhauled employee policy and school operations manual
- Maintained clinical caseload of 3 students from social work position

2000-2002: School Social Worker

- Coordinated and facilitated the group therapy program for 70 youth and adolescents with severe emotional disturbances and emotional problems
- Maintained and delivered therapeutic services for an individual caseload of 10 students
- Collaborated with inter-disciplinary team to create Individualized Education Plans (IEP)
- Provided supervision of clinical interns
- Facilitated crisis intervention and family services
- Trained in Life Space Crisis Intervention (LSCI) and Crisis Prevention Institute (CPI)

PART I: Narrative Description

G. Exceptions to the RFSP

Not applicable.