



NOBLE

New Schools Charter RFP for the Noble Network of Charter Schools

April 7, 2015

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*These documents could not be combined with the other appendices and appear as separate documents in our files. CPS has approved this alternate form of submission.

Domain 1: Parent and Community Engagement and Support

Section 1.1.a: Targeted Communities

Question #1: Boundaries: What are the possible locations of the proposed schools? What is the student recruitment boundary for each of the proposed schools and the targeted communities within it?

Noble Network of Charter Schools (Noble) has identified target areas for each of the three campuses we seek approval to open for the 2016-2017 school year. The first target area for Noble's campus 17 is on Chicago's southwest side in the Garfield Ridge, Archer Heights, Brighton Park, McKinley Park, New City, West Elsdon, Gage Park, Clearing, West Lawn, and Chicago Lawn communities. We will conduct student recruitment in these same communities. We are looking to Chicago's far northwest side as the location for campus 18, which includes the communities of Portage Park, Irving Park, Dunning, Montclare, and Hermosa. We don't have any solid prospects on the facilities front, but continue to explore options. Once we are closer to nailing down a location we will tighten the target area to identify a student recruitment boundary. The third target area for campus 19 is on Chicago's north side and includes the communities of Edison Park, Norwood Park, Jefferson Park, Forest Glen, North Park, Albany Park, West Ridge, Lincoln Square, Rogers Park, Edgewater and Uptown for the potential location of the campus. We are still working towards identifying and securing a facility and will narrow the recruitment boundary for this target area once a location has been identified.

Question #2: Profile: Please provide the following information about the neighborhoods within the recruitment boundary:

- Total number of residents
- Number of school-aged children
- Demographics
- Average level of educational attainment
- Median or average family income
- Median or average housing cost
- Unemployment rate

The information below includes the averages for all communities within each of the three target areas Noble is exploring. We are unable to narrow our recruitment boundary at this time, so the columns encompass all the communities within each target area. The number of high school-age students is our best estimate based on current datasets that include traditional public, charter and magnet school students currently in grades 5 through 8 that could feed into our schools in the next four years. However we were unable to determine the number of perspective private school children of high school age in the target areas. Overall, there are a very high number of elementary and middle schools in our target areas serving a population that aligns with our mission and the demographics we seek to serve. The average level of educational attainment in two of the three areas is a high school degree or the equivalent and there is incredible opportunity for Noble to make college a reality for many more students.

Target Area	North side	Northwest side	Southwest side
Total # of residents*	197,720	350,569	317,751
# of high school-age¹	12,631 at 45 schools	6,989 at 23 schools	18,301 at 56 schools
Demographics*			
African American	8.5%	2.9%	11.5%

Asian	13.3%	4.6%	3.3%
Caucasian	69%	63.1%	52.8%
Hispanic (any race)	20%	49.7%	63.8%
Average level of education attainment*	18.5% Some college 24.7% bachelors degree	30% high school degree or equivalent	31.5% some high school 33% high school degree or equivalent
Median family income²	\$59,276	\$52,947	\$44,586
Median housing cost³	\$422,268	\$334,798	\$201,604
Unemployment rate⁴	8.9%	11.9%	14.9%

Source: *Social IMPACT Research Center's analysis of the U.S. Census Bureau's 2000 Decennial Census and 2007-2011 5-year American Community Survey.

¹ Chicago Public School, School Locator, 2014-2015.

² City-Data.com for 2011, <http://www.city-data.com/nbmaps/neighborhood-Chicago-Illinois.html>.

³ This data point is actually for average housing cost. City-Data.com for 2010, <http://www.city-data.com/nbmaps/neighborhood-Chicago-Illinois.html>.

⁴ Census Data - Selected socioeconomic indicators in Chicago, 2008 – 2012, City of Chicago, September 12, 2014.

Question #3: History: Please provide a brief historical overview of the neighborhoods within the proposed recruitment boundary. Include information that your design team believes is important to understand when seeking to serve the targeted student population and community residents. Please cite the key sources of information consulted, both formal and informal.

North side

The north side communities we are exploring for one of our proposed campuses include Edison Park, Norwood Park, Jefferson Park, Forest Glen, North Park, Albany Park, West Ridge, Lincoln Square, Rogers Park, Edgewater and Uptown. Generally this area is home to older communities founded by European immigrants that are now experiencing growing Hispanic populations in the communities farther west. Eastern communities closer to the lake are much more ethnically and economically diverse. As a result of the Chicago fire, many families moved north to escape the City's congestion and settled in these north side communities.

Edison Park was home to the earliest installation of six electric streetlights that inspired developers to market the area as Chicago's first "electric suburb" and inspired them to ask Thomas Alva Edison, the inventor of the incandescent bulb, to name the subdivision for him. ¹ The community was originally home to many German immigrants and a very large concentration of Irish immigrants. It experienced a building boom after World War I, including the conversion of the Ebinger School to the Edison Park Field House, which remains a central gathering place for community residents. Norwood Park was originally converted from farmland to be a suburban village² and was home to many English, German, Polish and Scandinavian farmers and workers. Like nearby Dunning, it is now home to many of the city's firefighters, police officers, construction workers, labor union workers, and engineers and is now predominantly residential. Norwood Park also has a significant Serbian population that maintains a strong presence in the community through the Serbian Orthodox Cathedral, multiple schools and the annual Serb Fest that began in the 1970's. Albany Park's boom at the turn of the century saw an influx of

¹ Edison Park Chamber of Commerce (<http://www.edisonpark.com/history>), 2015.

² Norwood Park Historical Society, (<http://www.norwoodparkhistoricalsociety.org/history/neighborhood.html>), 2015

German and Swedish immigrants and later a large community of Russian Jews. Economic decline of the 1970's led to the closing of many businesses in Albany Park and a rise in gang activity and violent crime. Community redevelopment and an influx of Filipino, Guatemalan, and Korean immigrants in the late 1980's and 1990's has led to the community's restoration and it continues to be a hub for a large Korean population.³ Albany Park is now a very diverse community that has a large Hispanic population of immigrants from Mexico and Guatemala, but also residents from the Middle East, Cambodia and former Yugoslavian countries, among many others. Forest Glen is home to many city administrators and is comprised of much green space dedicated to forest preserves, golf courses and cemeteries. Its original residents were English and Swedish, but German, Czech and Irish populations moved in later and reflect its current predominantly white and Roman Catholic population. It remains largely residential and is comprised mainly of single-family homes. Jefferson Park is home to one of Chicago's largest Polish communities and boasts The Copernicus Center.⁴ The community is a transportation hub and continues to draw new and younger residents in recent years, including Asian and Hispanic populations though it remains predominantly white due in part to its large, older Polish community of residents.

West Ridge was and remains a largely residential community supported by a strong commercial economy. Today it has a thriving ethnic culture full of diversity that centers around Devon Avenue. The community boasts the Midwest's largest Hasidic community, as well residents of Irish and German heritage, and immigrants from Russia, Korean, India, Bangladesh, and Pakistan. As a result the community is home to many private schools that serve the community's diverse ethnic subgroups. West Ridge also maintains a significant Hispanic population. Rogers Park has been a bustling and diverse community since its founding due noticeably to its easy access to the heart of Chicago and to Evanston by its public transportation hub. Its changing diversity comes from a variety of sources. It is home to Loyola University and their young students, in contrast to the many nursing and retirement homes in the community. Its earlier residents were Irish, German and from Luxemburg, but later drew a large population of Russian and Eastern European immigrants. Most recently the community supports a significant African American population, especially compared to many of the other north and northwest side communities we have reviewed. They also have a significant Hispanic population from Mexico. Given its many beaches and proximity to the downtown, Edgewater was originally the place for the summer homes of Chicago's elite. It is residential and commercial with more single-family homes farther from the lake and many condos and high-rise apartments closer to the lake. It is also home to Andersonville which boasts strong Swedish roots and a growing Middle Eastern community. Edgewater's Hollywood Beach supports an LGBT population and the community remains diverse in the ages, races, ethnicities, and incomes of its residents. More recent additions to the community include African immigrants from Ethiopia, Eritrea and Somalia. Lincoln Square was originally an agriculture community settled by English and German immigrants, and home to a large Greek population after the turn of the century. The addition of the Lincoln Square Mall in the late 1970's included a number of stores owned by Asian and Hispanic immigrants, reflecting the changing demographics of the community that remain today. Uptown was originally settled by German and Swedish immigrants, but really affordable, yet deteriorating housing attracted other populations such as whites from Appalachia and Japanese Americans to the community in the 1950's. These very poor living conditions drew the attention of many social service organizations and public officials who began concentrating resources and services within

³ Albany Park Chamber of Commerce (<http://www.albanyparkchamber.org/community-history.html>), 2015

⁴ Jefferson Park Chamber of Commerce (<http://www.jeffersonpark.net/about-us/>), 2015.

the community. It remains affordable today compared to surrounding neighborhoods and still draws immigrants, most lately from Central America, Asia, Africa, and the Middle East, however gentrification is spreading into the community from its neighbors to the north and south.

Northwest Side

Our target area on the northwest side includes the communities of Portage Park, Irving Park, Dunning, Montclare, and Hermosa. These communities have been home to a number of immigrant populations over the years, some of which still maintain a strong presence in the community, and some of which have moved to other parts of Chicago. Currently this collection of communities is predominantly split between the more recent growth and movement of the Hispanic population to the northwest side and Caucasian residents of eastern European roots. For example, Irving Park has a Serbian community, while close by, the residents of Hermosa are mainly foreign born and immigrated from Mexico and Latin America.

Portage Park has historically been home to Chicago's largest Polish population which moved in after the extension of streetcar lines to the northwest around the turn of the century. This ultimately changed the area from rural farmland to settlements of single-family houses for German, Polish, Scandinavian and Irish immigrant workers, which was an extension of Chicago's bungalow belt. Their presence is still felt through many historic community landmarks like the Polish American Association, the Polish Jesuit Millennium Center, the Polish Army Veterans Association and Chopin Park, named after famous composer Frederic Chopin, who was Poland's most famous composer. Portage Park was also home to a number of famous movie palaces. The Patio is among the originals and was recently renovated. On Martin Luther King Day this past February, the Patio was one of two local theatres that hosted 800 Noble students for a viewing of "Selma" in honor of the holiday's namesake and Black History Month. This was a wonderful partnership that not only supported a local business and community icon, but also fostered the education of our students. Dunning began its early transformation from farmland to a residential area with the arrival of the Chicago-Read Mental Health Center, formerly the Cook County Insane Asylum, which brought a stream of patients, workers and visitors to the community. The community has historically been home to many city workers and you see this through more recent community landmarks like the Grace Zwiefka-Thuis Park in nearby Portage Park that was named for a Chicago-born city worker who gave more than 60 years of service to the Chicago Park District and had a park named in her honor.⁵ Like Portage Park, Dunning was home to a large number of German, Polish and Swedish immigrants, and still maintains a large Polish population. The community underwent a revitalization 20 to 30 years ago with the restoration and expansion of the Chicago-Read Mental Health Center and the expansion of Wilbur Wright Community College.

Hermosa is one of Chicago's smaller communities but is home to a large population of blue collar Hispanic families as a reflective of the many industrial manufacturing companies that originally occupied the majority of land in Hermosa's earliest years. When it became a part of Chicago, the population swelled with residents. Though small, the community is historically associated with the Schwinn Bicycle Company that was a staple in the community for almost 100 years, until the early 1980's, and as the birthplace of Walt Disney. Over the past 30 years, Hermosa's population has noticeably shifted from predominantly white families of German, Polish and Irish descent to predominantly Hispanic families from Mexico and Puerto Rico. It was around this shift that the community began experiencing an upsurge in gang violence and many community groups were established in effort to combat the rise in crime. Today the community remains densely packed and is experiencing overcrowding in both

⁵ Chicago Park District, (<http://www.chicagoparkdistrict.com/parks/Thuis-Playlot/>), 2015.

residential and educational capacity. Montclare is another small community that is mainly residential and was home to the German and Polish immigrants of the surrounding communities as well as an Italian population. The community saw an increase in Eastern European and Mediterranean immigrants in the 1970's which gave way to an influx of Hispanic residents that comprise the majority of the community today. With the demographic makeup of its residents regularly and noticeably shifting, it saw some racial tensions that lead to the development of community groups like the Galewood-Montclare Community Organization that continues to support the social service needs of the community. Irving Park is known for its many historic homes and bungalows as the community originally blossomed due to its proximity to railway lines that allowed middle class and wealthier families to build more substantial homes in proximity to the city. Lower-income families sought the community for the safety it provided. Irving Park saw large German and Swedish populations, followed by Russians and Polish immigrants. In recent decades the community has seen a migration of Puerto Rican and Mexican residents that now rival the community's residents of European heritage. Given the decline of many historic Irving Park properties, in the 1980's the Old Irving Park Association and Old Irving Park Historical Society were formed to support the rehabilitation of historic properties and the revitalization of the community by supporting its residents in greatest need.

Southwest side

The southwest side communities that we are exploring for a proposed campus include: Garfield Ridge, Archer Heights, Brighton Park, McKinley Park, New City, West Elsdon, Gage Park, Clearing, West Lawn, and Chicago Lawn. Garfield Ridge, one of Chicago's farthest west communities, was an early home to Dutch and Polish families. Industrial growth, coupled with its proximity to Midway Airport led to a population boom. The community was predominantly white immigrants until the 1960's when a small African American population moved into the community's housing project. Midway Airport's decline led to the departure of some white families who were replaced in more recent years by Mexican residents. Archer Heights was home to Eastern European immigrant laborers who worked in manufacturing and commercial transport. The Archer Heights Civic Association has been a long-time staple in the community providing services to local residents. The community's population has fluctuated in the past 30 years, and is now home to a predominantly Hispanic population of Mexican residents and a small group of white residents tied to the heritage of early European immigrants. Gage Park's earliest residents were German, Polish, Bohemian and Lithuanian immigrants who worked in Chicago's stockyards, and were strong in their faith as evident in Gage Park's many churches. The community attracted a number of big businesses given its many railway lines that made it easy to move product. In the 1960's housing complexes came to Gage Park and Marquette Park as mass housing for African American families. Their presence in the community drew strong resistance and racial tensions were high; it took decades to dispel these tensions and both populations declined significantly. The community is now roughly 90 percent Hispanic with few white and African American residents. West Elsdon was originally settled by European immigrants who were blue collar workers in the nearby industrial districts of Clearing and Kenwood. Around the 1940's many single-family bungalows and a housing project were built in nearby West Lawn; they drew new families and led to many race riots. The West Elsdon Civic Association was a vocal opponent to the Chicago Housing Authority against public housing in predominantly white communities. The Orange Line station added at Pulaski in the 1990's brought more retail to the community. As its inhabitants aged, recent years have seen more young families coming to the community and a large and growing Mexican community in West Elsdon. West Lawn was home to many European immigrant families, namely those from Lithuania, who held factory, clerical and professional jobs. The addition of a housing project in the community led to race riots in the

1960's. In the decades that followed, numerous companies, the Richard J. Daley Community College, an army reserve base, the Balzekas Museum of Lithuanian Culture, post office and other community staples drew residents, including a significant Mexican population. In recent years, West Lawn is predominantly Hispanic with a smaller population of white residents with ties to European nationalities reflected in the community's past. New City originally overlapped with large portions of the Union Stock Yard and the meatpacking district and was home to many working-class families who stuck to their neighborhoods within the greater community, such as Back of the Yards and Canaryville. The stockyards and packing houses closed in the 1950's, 60's and 70's and the land was repurposed in the 1980's as an urban enterprise zone to draw new companies. Social service organizations sprung up in the past century to supporting shifting community needs. The Back of the Yards Neighborhood Council was established to help the community secure resources to meet basic needs and rights. In recently past decades, the United Neighborhood Organization and African American Organization of New City came to the community to support its Hispanic and African American populations when existing organizations no longer could. Today New City's population is largely Hispanic with large white and African American subgroups. Chicago Lawn was a "bungalow belt" community after the turn of the century and experienced a huge population boom in the 1920's and 1930's when European immigrants left nearby Back of the Yards and Englewood. The population continued to shift in the decades that followed as white residents left Englewood for New City, and civil rights groups clashed with residents in the 1960's during the open housing marches. Currently, Chicago Lawn is much more diverse with African American residents comprising 50 percent of the population, and Hispanic residents accounting for most of the remainder, in addition to other small ethnic groups. Clearing is among Chicago's western-most communities and was home to many industrial companies early on before Chicago Public Schools leased a large area of land to the city to build what would become Midway Airport. Much of the industry has since left the community and its life-blood remains nearby Midway Airport. Current residents are both white and Hispanic. Brighton Park was an early industrial community settled by European and Jewish immigrants. The community was rich in churches and became more residential as industries moved out of the community. Brighton Park is now predominantly Hispanic with most residents of Mexican descent. McKinley Park was originally a very swampy and polluted area given its proximity to the Chicago River, the meatpacking district and other industry. The 1990's brought new industry to the community and as more residential property was developed and two stops were added on the CTA's Orange Line, the population saw an increase in residents. McKinley Park is now home mainly to Hispanic residents and other foreign-born immigrants from a variety of countries, including an Asian population.

Sources: Much of our information for community history came from The Electronic Encyclopedia of Chicago, as maintained and owned by the Newberry Library and the Chicago Historical Society. We utilized and cited community chamber of commerce and neighborhood association sites where available. We also referenced various community pages in Wikipedia, the Chicago Park District, and drew from our design team's own interactions and engagement within the community. As we narrow down locations for our campuses, we will dig even deeper into community history.

Question #4: Community Network: Which members of the design team and/or proposed founding Board members have ties to the targeted communities within the recruitment boundary? When first planning to conduct outreach in the targeted communities, with whom did the design team connect to enhance its understanding of the communities and develop an outreach plan? What existing community

meetings, events, or volunteer opportunities have members of the design team attended to make additional connections and enhance members' understanding of the targeted communities?

Noble has ties to each of our three target areas through the current families we serve and Noble alumni who now live and work in these communities. These parents and alumni are among our first points of outreach and we are connecting with them individually to get their recommendations on the community groups, leaders and meetings we should focus on as we build our network of ties within each community. We also have ties to the communities through some of our charter partners. The Aldermen are also among our early outreach, and as we meet with them, we are asking for their suggestions for and introductions to key community partners. From these initial recommendations, and in conjunction with our research on local schools, community organizations, churches, neighborhood associations, etc., Noble will develop a network of relationships. These relationships will inform and direct our continued outreach while providing opportunities to engage the community and get feedback that will help us meet community need and build partnerships. Such relationships will also help our team build out a calendar of meetings and opportunities to support our outreach.

Question #5: Assets and Needs: What are some of the existing assets within the targeted communities? What do community members identify as educational and support needs in the community? What methods and sources did your design team use to identify existing assets and educational and support needs in the community?

Noble is still early in the process of engaging the community, however our research has shown a wealth of elementary schools in all three target areas indicating a need for high quality public high school options to serve all these feeder schools. We have also found diversity among the residents that is reflective of the students we currently serve and endeavor to continue serving. As we spend more time in the communities, we will go in with a listening ear to seek the recommendations and advice of residents about resources and organizations we should connect with; but also to learn the nuances, passions, and history that make each target community unique and reflects the needs of its students. Much of the feedback we receive will come from in-person communication with individuals, but we will also plan to attend Community Action Councils and other community meetings, as well as hosting community meetings to get feedback. We will seek to learn about assets and needs from our communication with local elected officials. Our campuses strive to be assets to their communities and active partners working toward the greater good. Every Noble student must complete at least 40 hours of community service to be eligible for graduation, so our campuses look to their communities for ways that students can provide meaningful service. For some of our campuses this has meant painting viaducts, picking up garbage, cleaning local parks or volunteering at a nursing home. As we build our relationships within the community, we look forward to sharing identified assets and needs in the June 15th update and our Tier II submission.

Section 1.1.b. Community Fit

Question #1: Approach to Developing an Educational Vision: How did your design team seek to connect with existing institutions, key community advisors, parents, and residents to get their feedback on the educational vision for the proposed school and/or how to adapt an existing model to the unique community?

As we look to the target areas where we seek to open new Noble campuses, these community demographics reflect our current population of 10,000 students across many factors including race/ethnicity, income, educational attainment, and family structure. We believe that when we explore these communities, we will find parents with the same passion for the success of their children as those

we already serve. Most importantly, we are already serving families from these target communities who are sending their children outside of the neighborhood to access a Noble education. These families and many more want the supports and opportunities that Noble has provided for the past fifteen years because they have seen our results first hand among their neighbors, nieces, nephews and own children. Our proposed campuses will be founded on the Noble culture which includes: high expectations for students and staff; data as a determinant and driver of performance; a focus on developing healthy minds and bodies; and providing students with the resources and supports to ensure that a college degree is an option for every Noble graduate. This shared culture among our sixteen existing campuses has supported incredible outcomes for our students, such as 100 percent college acceptance for our graduates, 90 percent college enrollment, and 84 percent of graduates who are first generation college students. However our campuses receive significant autonomy that allows the leadership to alter their programs to best meet the needs of their students. For example, when the students at one of our south side campuses were showing poor performance across all subjects, the teachers identified the issue as weak reading skills in need of remediation. In response, the campus chose to lengthen their school day by 30 minutes to devote the extra time to reading instruction and supports.

As we mentioned earlier, we are in the early stages of our outreach and anticipate that effective community engagement will result in meaningful feedback, insights and needs that will help shape each proposed campus to be an involved member of its community. In turn, the feedback received through our community outreach will be shared with the principal identified for each proposed campus to give campus leadership a head start in understanding the educational needs of their perspective students. Our Community Organizers will also share and transition many of the relationships they build throughout the outreach process to principals so they can strengthen community partnerships and be responsive to their needs. Ultimately, the freedoms Noble gets as a charter school are passed down to our principals to ensure they have flexibility to respond to student and community needs and provide the best quality of education.

Question #2: Community Fit: Based on the outreach and research that your design team has conducted, why does your team believe that the proposed school(s) are a good fit for the targeted communities? How will the proposed school(s) contribute to the existing assets in the targeted communities and help meet educational and support needs?

We believe that Noble campuses will be a resource to the proposed communities not only because of the need for additional high quality public high school options, but because of Noble's track record of success serving similar populations on Chicago's northwest, south and southwest sides. Our campuses bring safety to the communities we serve, which is a one of the main reasons that so many parents seek a Noble education for their child. In turn, we keep families in the community because they send their kids to a local Noble campus, and more engaged in the community because of the work our schools do to support students and families beyond the school day. Noble supports the development of our students as contributing members of their communities both as ambassadors for Noble in the community but also through the 40 hours of service that each student is required to complete by graduation. This community service requirement has led to many strong relationships with community partners as our students help support their needs and gain valuable experience in the process. Additionally, Noble's presence means that we are investing in and revitalizing often long-dormant, abandoned or dangerous properties by turning them into vibrant and safe places for students and the community. Our campuses provide space for community programs, support neighborhood watch and safe passage programs and work with the local police beat for the protection of our students and the benefit of safety in the greater community. As we look to specific target areas, a new Noble campus

would alleviate extreme overcrowding on the southwest side and build educational corridors with other existing schools that would act as a safe haven and beacon of hope for the community. On the north side, we could revive vacant properties and bring a high quality educational option to low-income populations that don't always have a voice. On the northwest side, a Noble campus would bring a local option to overcrowded communities and prevent families from leaving the community. Noble already serves over 500 students from the target area at our current campuses, demonstrating that families are leaving their neighborhood in search of a good education for their child. As we dig into the specific needs of each community within our target areas, the feedback and understanding we receive will help us address specific needs and adapt our model to best fit the community.

Dimension 1.2: Notifying the Community

Section 1.2.a. Evidence of Notifying Key Community Stakeholders

Question #1: Parents and Community Members: Please provide quantifiable evidence of having notified at least 10 percent of the individuals residing in the intended recruitment boundary of the proposed new school, as well as 50 percent of residents, organizations, and businesses located within a four-block radius of the proposed facilities.

Noble understands that we must provide evidence of having notified at least 10 percent of the individuals living in the proposed recruitment boundary and 50 percent within a four-block radius of the proposed facility. Noble is still working to identify facilities for each proposed campus and we know that this will determine our four-block intensive outreach area. We have begun our outreach to Alderman in target communities and are reaching out to existing Noble families as well to learn about key community partners. However, we will ramp up our outreach efforts after the election once community leadership has been determined. Our plan involves Noble's Community Organizers each focusing on a target area, with the support of our Advocacy Team. We will utilize a significant amount of ground outreach, community meetings, ward nights and meetings with individuals and organizations, in addition to targeted advertisements in local print and radio outlets, door-to-door distribution of flyers, social media where appropriate and other creative means to connect with the greatest amount of local residents. We will provide updates on our progress on this item on June 15th and in our Tier II submission.

Question #2: Elected Officials: Please provide evidence of having conducted (or describe plans to conduct) three methods of outreach to all of the aldermen, state representatives, and state senators within the proposed recruitment boundary:

- Requesting a meeting (if meeting(s) have already taken place, please list the dates, times, and individual(s) with whom the design team met)
- Attending the elected officials' Ward or district nights
- Sending formal notification of the proposed school either by email or letter

Noble's team has begun our outreach to some of the elected officials in our target areas. At the time of our Tier 1 submission Noble has done the following:

- Met with Alderman Burke at his office in City Hall on March 13th.
- Emailed Alderman Moore on March 24th requesting a meeting.
- Hosted Alderman Moore at a Noble campus on April 2nd.
- Emailed Alderman Quinn on March 27th to request a meeting.

In the coming months our Advocacy Manager will continue to implement our community outreach plan, which includes outreach along all three communication means outlined in the RFP with Aldermen, State Senators and State Representatives. Our preference is to connect in person with Elected Officials first, and then we will follow by formal notification and attendance at a ward night. We look forward to providing an update on June 15th about the outreach and connections we will have made at that time. Please see Appendix 1.2.a.2 Elected Official Outreach for evidence of outreach to elected officials that has already been conducted.

Question #3: Community Organizations, Businesses, and Leaders: List the community leaders, businesses, or organizations with whom your design team has met to discuss the educational vision for the proposed new school/campus.

During the week of Tier I submission, our design team will be attending the Archer Heights Civic Association Meeting on Wednesday, April 8, reaching out to the principal at Solorio Academy, connecting with UNO contacts in our target areas and continuing our outreach to current Noble parents and alumni. We will also be connecting with the local police districts, the Rogers Park Business Alliance and the Rogers Park Community Council to begin our outreach to organizations and businesses on the north side. These connections will point us to new contacts and community stakeholders and so on as we go deep in the communities we seek to serve.

Section 1.2.b. Seeking Community Feedback

Question #1: Community Meetings: Please describe the structure of the community meetings that your design team has held to discuss the school model and seek residents' feedback on the educational vision for the proposed school.

Noble has yet to begin attending or hosting community meetings. However our Community Organizers are on the ground in all Noble's existing communities and understand the types of neighborhood organizations that we will likely encounter in our outreach to our proposed target areas. We already engage the many Community Action Councils tied to our existing campuses and attend ward nights, community meetings, and meetings such as the Mayor's Youth Violence Prevention Community Advisory Board Meeting. Our community engagement efforts will ramp up in April and continue throughout the summer to include as many community meetings as we can attend in our target areas to effectively inform the community of Noble's proposed campuses and our work. We also understand the purpose behind hosting community meetings to provide a forum for residents to share their views and insights with us as we look to design our proposed campuses. We will use these opportunities to seek feedback on the educational vision of the proposed school and will utilize guidelines for sign-in sheets and requirements around evidence provided in the RFP to direct the structure of the meetings we host. We will provide updates on our progress on this item on June 15th and in our Tier II submission.

Question #2: On the Ground Outreach: Please discuss the various "on the ground" outreach activities that your design team has conducted. In which geographic areas within the recruitment boundary did your team's outreach activities take place? Which members of your design team participated in outreach activities? Who else did your design team enlist to help conduct outreach in the neighborhoods (e.g. advisors, collaborators, supporters, community members, paid staff, etc.)? What materials and information did representatives of your team share with community members to discuss the educational vision for the proposed school? What questions did your team ask community residents?

Our on the ground outreach has just begun, but is crucial to true community engagement. As we have said, we are starting with Noble parents and alumni in our target areas and seeking their input on community need and recommendations on key connections and partners. Our outreach includes phone calls, in person meetings and walks through the community so we can learn the neighborhood through their eyes. The bulk of our work on the ground will be done by Noble's Community Organizers with guidance and support from our Advocacy Manager. We will look to engage committed alumni, parents, Parent Advisory Councils at existing campuses, and even students to help with this work over the summer months to share their stories and experiences. Their experiences are the most impactful for both new communities and perspective families because they reinforce the power of our model; we experienced this first hand during last year's NAC process. Some of our best advocates were the parents and families that were by our side sharing their stories throughout the process. They were able to change some hearts and minds among previous detractors because their Noble experience was authentic. Further, their experiences lead these parents to become more involved and invested in Noble and in their child's education than they previously were. They will help us extend our reach by gathering feedback and acting as Noble advocates in their churches, places of work and corners of the community we may not reach. These supporters will also provide extra hands as we flyer the community. As our search for facilities advances, we hope to tighten our recruitment boundaries significantly to allow us to go deep in smaller target areas. We will also develop flyers and materials specific to this outreach that share information about our model, enrollment and admissions, opportunities for feedback and contact information.

Question #3: Feedback: In your design team's interactions with elected officials, community organizations, businesses, parents, and community members, what were some of the reactions to the proposed school? What suggestions or feedback did community members have for the proposed school? Which pieces of feedback did the design team incorporate into the proposal and why?

Noble is in the early stages of seeking feedback and has none to provide at this time. However, we welcome the honest feedback we will be seeking and receiving through our outreach because it will give us insight into community's needs, challenges and successes that can inform the models for each of the proposed campuses. It will also help us identify and dispel misconceptions if they arise and create a platform for future partnerships within the community. It has been clearly communicated to our design team that we must provide the feedback we receive from our outreach in our RFP, along with the evidence and parameters outlined in the RFP.

Dimension 1.3: Parent and Community Support

Section 1.3.a. Evidence of Support from Key Community Stakeholders

Question #1: Key Community Supporters: Who are some of the champions of the proposed school in the targeted communities? Please provide any personalized letters of support from parents and/or community members outlining why they believe the proposed school will be an asset to the community.

In our outreach, we are working to further engage current Noble champions while also identifying new ones. As we identify them, we will ask for letters of support and will be happy to provide those at the update points on June 15th and August 10th.

Question #2: Student Demand: Please provide evidence that parents of age-eligible children would consider sending their children to the proposed school in the fall of 2016 or the proposed opening year.

Noble is working to get these letters and will provide them as they are available at update points on June 15th and August 10th. We believe that there are many more families and students who can benefit from a Noble campus in their community, and we are working hard to find them.

***Question #3: Elected Officials:** List any elected officials who support the proposed school. Note: if the applicant included a table in Dimension 2.1.b., the applicant may choose to add a “letter of support” column to check if the elected official supports the proposed school.*

Noble already has strong relationships with a number of elected officials who either have Noble schools in their ward or district, or who we have previously worked with. A number of these officials represent the target areas where we seek to open our proposed schools, they include: State Representatives Burke, Acevedo, Madigan, Arroyo, Soto and Thapedi and Illinois State Senators Martinez, Muñoz and Sandoval. We are working to connect with all elected officials in the target area, and are waiting to reach out to most of the Aldermen until ward leadership has been decided in the runoff election. Our outreach will also include current supporters, and Noble will provide letters of support as we attain them.

***Question #4: Community Organizations, Businesses, and Leaders:** List organizations, businesses, or leaders in the targeted communities (required) or city-wide organizations, businesses, or leaders (optional) that support the proposed school. Attach letters of support that explain the basis for their support of the proposed school. Note: if the applicant included a table in Dimension 2.1.c., the applicant may choose to add a “letter of support” column to check if the community organizations or stakeholders support the proposed school.*

Noble will provide the names of and letters of support from community organizations, businesses and leaders who support our work and presence in their community when they are available.

Section 1.3.b. Risk Factors

Q. Based on your design team’s interactions with parents, community members, elected officials, community organizations, leaders, and businesses, who in the community is opposed to the proposed school? What is your understanding of why they are opposed to the proposed school?

Noble hasn’t yet identified any community members who are opposed to the proposed school, but we realize it is early in the process and we will connect with people who have reservations and significant concerns. We recognize that their opposition may reflect important issues we need to address as we design the proposed campuses to ensure they reflect and enhance the communities they serve. Further, we hope that our work with them will lead to strong future partnerships. We saw this during last year’s RFP process with a school that was concerned about our presence so close to their campus and very vocally expressed their discontent. In the time since, our campus has moved into the neighborhood and has actively worked to build a positive relationship with this school. Our leadership has met, shared resources and are working to be education partners in our efforts to best serve the needs of all local families.

Dimension 1.4: Continued Parent and Community Engagement

Section 1.4.a. Continued Outreach Prior to School Opening

Q. What is your design team’s continued community engagement plan from proposal submission leading up to the opening of the school?

The RFP process will launch our engagement plan for the communities we seek to serve, but once a location or facilities have been identified, Noble’s Community Organizers will really focus their outreach and go deep within these specific communities to establish partnerships that will support the new campus and vice versa. Upon approval, our Community Organizers will begin introducing campus leadership into the connections they have made within the community to foster stronger and more responsive partnerships. Our campus leadership will also begin active student recruitment and will be reaching out to connect with local middle and elementary schools. As we renovate facilities, we will work with local businesses and the Alderman to understand traffic patterns, challenges and the vision for the community. Knowing these things we can help to minimize traffic congestion at key times, tie beautification at facilities into larger landscape or conservation projects, support community service initiatives, work with local vendors and businesses, and take advantage of educational programming and resources within the neighborhood. These partnerships and engagement will continue throughout the life of each new campus and will adapt as the needs of both the campus and community change. Noble’s Community Organizers provide continued support to all our campuses to help them maintain a shared vision with their communities and find new ways to engage.

Section 1.4.b. Vision for Long-Term Collaboration with Parents and the Community

Question #1: Continued Parent and Community Involvement: What formalized mechanism(s) will the proposed school have in place for parents and the community to be involved in the governance of the school and/or provide regular feedback to the Board of Directors? If the proposed governance structure does not require parent and community representatives on the Board, please explain why not. What policies and/or procedures will be in place for parents to share an objection or concern regarding a governing board policy or decision, administrative procedure, or practice at the school?

Noble parents are in regular communication with their student’s advisor as a means to provide ongoing feedback and supports to every Noble family. This advisor acts as a liaison between the campus and our parents, but also advocates for their students (much as a parent would) among campus leadership. Parents are also able to communicate and meet with campus leadership if they have serious concerns or feedback that their advisor can’t address. Every Noble campus has a Parent Advisory Council (PAC) that parents are invited and encouraged to join and actively participate in. PACs provide the campus with another touch point with our parents. More importantly the PAC gives parents a space to voice their concerns and collaborate directly with campus leadership on initiatives that support campus needs. Existing PACs at Noble campuses have resulted in strengthened relationships and shared goals between parents and campus leadership. PACs have helped enhance campus programming, community safety and increased parental engagement through various means, including: implementing driver’s education programs; hosting father-daughter dances; creating community newsletters; and advocating for stop signs around the campus to improve safety as our children travel to and from school. Noble’s approved governance plan does not involve a parent representative on our Board of Directors, however every quarterly Board meeting is open to the public and includes a time for public comment. Notice of upcoming Board meetings are posted at our campuses and on our website to allow parents and community members to attend and offer comment or feedback. Additionally, every campus website has an online form that allows for questions, comments or feedback for each of our campuses. Our campuses receive regular questions and comments from current and perspective partners, potential partners and community members.

Question #2: Partnerships: Describe the coalition of partners and collaborators that your design team has formed in the targeted communities who can provide support services for the school's students and families once in operation. Please describe any community-based partnerships you are proposing for the new school (required) and partnerships with city-wide organizations (optional). Please provide letters of support from these organizations. Explain whose responsibility it will be leading up to school opening and once the school is in operation to oversee these partnerships.

As we have expressed throughout earlier community engagement sections, Noble is beginning to really dig into our outreach for our target communities. Much of our work will be done in the later spring months and throughout the summer and will start with elected officials and current Noble families and alumni in the communities we propose to serve. These initial contacts, coupled with our community research, provides a starting point for building relationships. From these contacts, we will seek to learn of other key community partners, including community organizations, neighborhood groups, health centers and social service organizations, local law enforcement, and afterschool programs whose work will align with our campuses. These organizations will be key to help us create meaningful local partnerships that will provide a continuum of care to our students and families. It is important to note that some of our most meaningful and impactful partnerships that support our families and further the resources we can provide, come at the local level. These community partnerships are able to best serve the needs of our students because they reflect and are responsive to the needs of the immediate community. We will also bring existing Noble relationships and resources to our new campuses. For example, Noble works with Chicago's community colleges not only to support our alumni attending these schools, but to also understand how our work can best prepare students for success in all types of higher education. We also have partnerships with many colleges and universities that serve a large amount of Noble graduates to best support our alumni and ensure their persistence to college graduation. As Noble builds new connections in the community, we will include letters of support from new partners and existing partners whose services can expand to support our new proposed campuses.

Question #3: Community Supports: How will the proposed school contribute to the broader community? What services will it provide to families of students and/or community residents?

I. The proposal presents a clear vision for how the proposed school will positively contribute to the community, outlining any services, resources, programs, or volunteers that the school will offer to the families of students and/or community members.

As we work to determine the exact locations and communities over the coming months, we will have a better idea of the specific ways our campuses will contribute to their home communities. However, all Noble campuses bring a number of things to the communities they serve. We work with local community centers, health centers, churches and afterschool programs to build strong partnerships that will serve our students and those in the community who don't attend our schools. For example, some of our campuses work with local programs to give them use of our facilities beyond school hours. Our campus leaders work closely with the local police beat and other community networks to ensure safe passage for our students to and from school. A few Noble campuses have also coordinated start and dismissal times with other local schools to minimize traffic strain in the community and maximize the safety of all students. Another significant way in which Noble schools positively contribute to the community is through community service. All Noble students are required to provide a minimum of 40 hours of service to their community before graduation. This is an excellent way for our students to learn how to become engaged citizens, while also giving back to the local

neighborhood in ways that help others. We have forged and strengthened many great community partnerships through the service work of our students.

Domain 2: Academic Capacity

Section 2.1.a. Overview of the Educational Model

Question #1: Mission and Vision: State the mission and vision of the proposed school. The mission and vision statements should provide the foundation for the entire proposal and be reflected throughout all sections.

Noble’s mission is to prepare low-income students with the scholarship, discipline, and honor necessary to succeed in college and lead exemplary lives, and to serve as a catalyst for education reform in Chicago. Noble achieves this mission through the commitment of our teachers and school leaders as they work closely with students to close the academic gap and build the foundation necessary for college success. When students begin their freshmen year at Noble, they are typically three to five years behind in reading and math. In just four short years, Noble scholars achieve an average improvement of close to six points of academic growth between the start of freshmen year and their junior ACT. Additionally, we explicitly teach students self-discipline and build the character necessary for college and career success such as how to act and dress professionally, arrive on time, complete one’s work, and treat others with respect.

Our vision is for every Noble student to be prepared with the skills and supports they need to complete college and change their future trajectory and community expectations. In our fifteenth year of operation, we have seen time and again our students rise to meet and exceed the high academic and behavioral expectations we place and use these tools as they go on to achieve their college aspirations. Eighty-four percent of Noble graduates are first generation college students; our work directly impacts the prospects for thousands of Chicago’s families and communities. Last spring, 1,500 seniors graduated from nine Noble campuses with a 100 percent college acceptance rate and 90 percent enrolled in college for the fall. Year after year Noble high schools with junior classes consistently rank among the top ten of all open enrollment high schools in Chicago. Noble’s work is important to the communities we serve because Noble prepares students – academically, socially, and behaviorally – for success in college and beyond.

Question #2: Educational Philosophy: Briefly describe the educational philosophy of the proposed school. Identify the design team’s core beliefs and values about education and explain how these priorities inform the school’s key program and design components. Provide a clear rationale for using these strategies, citing research and evidence of success with similar student populations.

Noble has successfully expanded its program while improving academic performance because of its flat, autonomous model. Principals and teachers are given a high degree of autonomy, and in return, they are held accountable for student academic growth and important cultural elements that we know are crucial to students’ success. Campuses are given control of their budget, hiring decisions, staffing mix and compensation, recruitment efforts, instructional resources, and curriculum. This gives our campus leaders the flexibility to respond to the unique needs of their students within the framework of Noble’s model. Our teachers are also provided with autonomy and have the freedom to choose the academic programs, materials and resources they use to teach their subject as long as they stay within

the network's pacing plans and curriculum maps. Curriculum is not directed at the network level nor would it ever be mandated by the network with very few exceptions. Instead, the outcome of different teaching methods is rigorously assessed through our Curriculum and Assessment Program and best practices are promoted across the network. Teachers receive meaningful professional development and support to strengthen their effectiveness. Through quarterly network-wide professional development days, our teachers analyze their results and share best-practices with peers to continually improve instruction. By supporting teachers to be more effective in the classroom, we enhance the quality of our instruction and the outcomes for our students.

Noble's Curriculum and Assessment Program (CAP) provides a comprehensive program that aligns instruction with college-readiness standards and uses high-quality assessments to ensure students are developing the skills needed for college success. Since created in 2006, the CAP has been an integral and fully incorporated part of Noble's academic model and has shown improvement in students' scores throughout the campuses. The CAP achieves this growth by effectively providing a structure that uses data to tie curriculum and pedagogy to student needs. It helps Noble prepare students for success in college and beyond by implementing high standards and high-quality assessments that drive effective teaching to maximize student growth. CAP is not a curriculum program; we intentionally give the decision-making power over curriculum to the teachers and school leadership who are in a better position to judge the most effective means to develop student skills. Students' improved academic achievement is the determinative factor that indicates successful implementation of high quality assessments. Through the CAP, students score higher on the ACT, which give them access to more collegiate options.

Over the past five years, the academic department has aimed to encourage the constant improvement of Noble's model by 1) measuring campus impact through quality assessments, 2) utilizing transparent, simple, actionable data, and 3) promoting a healthy balance of quality collaboration and competition. Noble's academic department aims to continue to pull these key levers over the coming years to ensure that our schools continue to be a leading example in the fight for quality education for all students. Noble's continued improvement over the next decade relies on the Network's ability to protect and promote a culture of innovation. Whatever the speed or model of growth, the Network needs to create an environment where campuses can continue to challenge and redefine the "traditional" Noble model. Principals need to have the autonomy to redefine classrooms and rethink the use of space, time, resources, etc. The ability to hire talented people that are given the freedom to bring in their passions, knowledge, and ideas and have them align their efforts around key shared interests, has allowed for the CAP to be successful. Hiring freedoms coupled with the independence to introduce and test new ideas, curriculum, and instruction will continue to drive the development of Noble's academic programs which will ultimately increase student achievement.

Section 2.1.b. Students' Opportunities to Learn and Learning Supports

Question #1: Description of Culture: Describe the culture of the proposed school. What are the systems and traditions that the school will implement to help the school achieve this culture? Who is responsible for overseeing the implementation of these systems and traditions?

Noble's success over the past 15 years has been fostered by a strong culture founded on high expectations, a safe and supportive learning environment for students and staff, a college-going mentality, integrated use of data to drive improvement, and autonomy coupled with accountability. When they first walk through our doors, students enter a safe environment adorned with college pennants and banners to reinforce that college education is every student's right and their opportunity at Noble. We strive to provide a nurturing, stable environment free of distractions which allows students to focus on their academic and social needs. Noble does not require metal detectors or a police presence in our schools to create a safe environment. Our schools consistently outperform neighborhood schools on issues of conflict such as bullying and violence. By sweating the small stuff – things like properly wearing one's uniform, showing up to class on time, and turning in one's homework each and every day – we address behaviors early and limit their likelihood to increase in severity. Students report that they not only feel safe at their school, but that the staff and students truly create a caring, supportive environment.

Noble has thrived on a culture of data-driven decision making throughout its history. In years past, the data demands of a growing network required new systems for data analysis and presentation. A team of experts developed a dashboard that was customized to meet our needs and has been adopted at all Noble campuses. Noble's dashboard is open to campus level administration, network administration, and the Board of Directors. It currently includes metrics on attendance, culture scores, GPA, detentions, retention, acceptance to 4-year colleges, and test scores. However, metrics on this dashboard will presumably continue to change as principals discover more important or pressing indicators around student learning. This data allows our leadership to hold campuses accountable for results and provides regular and immediate feedback so we can identify learning gaps and tailor instruction to meet students needs in a timely and responsive manner. Much as we have monitored data, we also monitor key indicators of Noble's culture to ensure it is maintained and successfully replicated across our growing network of schools. Noble's Campus Accountability Officer conducts regular, unscheduled audits at every campus to monitor their performance on a number of the metrics used for evaluations, most specifically the campus culture score. Audit items include: cleanliness in and outside the school; consistency issuing disciplinary measures; adherence to the uniform; college décor and a host of other metrics. These audits allow for objective feedback and help campus leaders "sweat the small stuff" to deliver the highest quality education to our students. All principals have annual performance reviews with Noble's Superintendent and Assistant Superintendent during which they review these metrics, give feedback, and make adjustments accordingly.

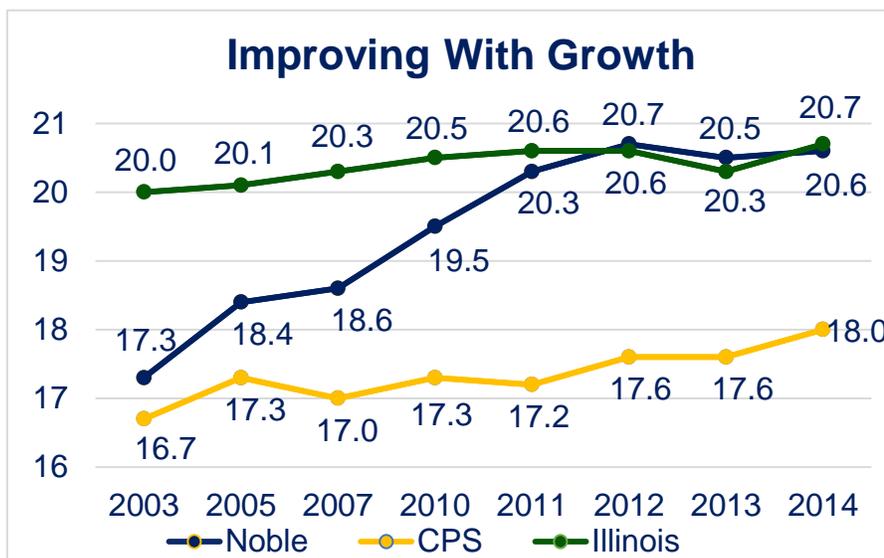
Question #2: College Readiness Supports: Describe the specific programs and supports, beyond academic curricula, that the proposed school will provide to expose students to college and ensure that they are successful in college academically and emotionally. If applying to open a high school, describe how the school will help students meet requirements to apply to college, enroll, and persist in college after high school graduation. Who is responsible for overseeing the implementation of college readiness supports? Which staff members will support these efforts?

We believe that a college education is every student's right and Noble's robust College Program provides the guidance and support that our first generation, low-income students and their families need to access, enroll and graduate from college. Our College Program is an integral part of our model and gives every student ten years of collegiate support – four years throughout high school and six years upon graduation to support them through college. Each year all Noble students participate in our college

program to varying degrees, in addition to the thousands of Noble alumni who receive ongoing supports. Our College Program is overseen by Matthew Niksch, Chief College Officer, who manages all college-related personnel across our 16 campuses including College Counselors and Alumni Coordinators. His oversight provides analysis, direction and development to our college programming. Mr. Niksch oversees a Director of College Partnerships and an Alumni Data Manager as well.

Through our College Program, preparations for post-secondary life ramp up between freshmen through junior years through annual college visits, participation in the annual Noble College Fair, and college research. During the summer after their sophomore year, many students participate in extended summer college immersion programs through our “Summer of a Lifetime” program. Last summer 750 of Noble’s rising juniors spent a few weeks participating in collegiate level programs at 72 colleges across the nation including: Harvard University, Brown University, and Princeton University. For many of our students who have never traveled outside of Chicago or Illinois, Summer of a Lifetime demystifies the college experience and gives them a taste of college life before ever submitting an application. All campuses require that seniors take a College Seminar to help them navigate the college application process and to address their social and emotional preparedness. Students research colleges, submit applications, and complete scholarships and the FAFSA under the guidance of a College Counselor - a full-time teacher devoted to aiding students with the college process. When acceptances begin arriving, students and their families have the support of the College Counselor as they consider their options, evaluate financial aid, and ultimately select a school.

The outcomes of our college program support the impact Noble seeks for its graduates. One of the best data points we have to benchmark and compare college readiness across our network and the district is the ACT. While we realize that the ACT is only one test, it is a nationally normed assessment that is a proven indicator of college readiness. Over the past



decade, our ACT results have been on the rise as we continue to serve more students each subsequent year. The ACT results are also consistent across the network resulting in a narrow spread between our highest and lowest performing campuses. In 2014, our score passed that of the state, effectively closing the achievement gap for our students. Looking ahead to the spring, our network goal is an average composite ACT score of 21. Beyond high school, our college access, enrollment and persistence numbers continue to demonstrate the success our students are capable of. Consistently over the past few years, 100 percent of Noble graduates have been accepted to college. Among our Class of 2014, 90 percent of graduates enrolled in college, with 79 percent attending four-year colleges and universities. Our graduates attend over 150 colleges and universities across the nation including Yale University, Harvard University, Columbia University, Northwestern University and Cornell University to name a few. As we

have grown, we have been able to achieve college enrollment rates that vastly exceed both the district and national low-income rates. Further Noble alumni graduate from college at a rate that is four times the national average for low-income students, 44 percent compared to 11 percent nationally. However, this college graduation rate is unacceptable for our many alumni who never persist to a college degree and we strive to improve our supports to positively impact the collegiate outcomes of our students.

Question #3: Post-Secondary Tracking: If proposing a high school, specify the methods that the school will employ to track student/alumni college acceptance and persistence rates. Identify who is responsible for monitoring and overseeing tracking efforts.

Noble has been serving our alumni for over a decade, since our first class graduated in 2003. In that time, we have identified and removed many of the barriers to persistence that are unique to our minority, low-income and first generation graduates. This experience has helped Noble develop our alumni support program, which will serve well over 5,000 Noble graduates in the coming year. Upon graduation, our alumni have six years of access to a full-time Alumni Coordinator who provides the continued guidance our students need to remain on track to a college degree. Alumni Coordinators are tied to individual Noble campuses to better serve the unique needs of their graduates. The Alumni Coordinator helps students complete their FAFSA, connects them with tutoring and other on-campus college resources, networks them with other Noble graduates at their school to develop communities that offer social and emotional supports, and advocates on the student's behalf with their school. Our Coordinators strive to minimize and remove all barriers to persistence that would otherwise deter our students from completing their degree. Upon his arrival in 2013, Noble's Chief College Officer took responsibility for the management and development of our Alumni Coordinators and implemented a customized Salesforce database to allow for more efficient and effective tracking of our alumni. In the years since, with the capacity to better track data on our graduates tied to the persistence data we receive from National Student Clearinghouse, Noble has been able to analyze the data and use it to drive more effective programming and supports for our students. We continue to push our alumni programming to better serve the needs of our graduates and improve persistence and graduation rates.

Question #4: Student Profile: Describe the anticipated social, emotional, and physical health needs of the targeted student population.

In our fifteenth year of operations, our sixteen campuses are serving approximately 10,000 students, comprised of 98 percent minority and 89 percent low-income students, which is on par with the high school population of CPS. Our student population is 50 percent Hispanic, 46 percent African American, one percent Asian, one percent Caucasian and two percent multi-cultural, Native American or unknown. Among our graduates, 84 percent will be the first in their family or among the first generation to attend and/or graduate college. Noble closely follows our mission to serve students in greatest need by opening our campuses in Chicago's most troubled neighborhoods where the need for a high-quality high school education is greatest. And with these troubled neighborhoods, come the most dire of situations that our students navigate daily. The majority of our students are from families that are facing serious economic struggles and many of our parents don't have more than a high school diploma. Students from these communities often come from broken homes or transient families and have been subject to a lot of instability in their young lives; this includes families that are illegally in the country or are U.S. citizens raised by illegal parents. Many students have been directly impacted by violence in their communities and are faced regularly with pressure to join gangs or turn to illegal means to support themselves and their families. Almost 15 percent of Noble students have special education needs and five percent are English Language Learners. Our students are often three to five grade levels behind

their affluent peers as freshmen in high school and some students are even non-readers when they come to us. In our many years serving these high-need populations, we have become acutely aware of the countless challenges our students face just to arrive at school each day and we have developed our services in response to their unique needs. As we expand into new underserved communities, we do so intentionally with an understanding of the challenges ahead as we serve new students and families.

Question #5: Monitoring Non-Academic Needs and Growth: Explain how the school will identify and monitor individual students' social, emotional and physical health needs on an ongoing basis at the school. Please describe any non-academic goals that the school may set for students, how they will be measured and by whom. Who will be responsible for overseeing the implementation of these efforts?

Each Noble campus has a robust network of staff who are focused on monitoring the social, emotional and physical health needs of each student on a regular basis. While every staff member at our campuses holds some responsibility for supporting the needs of our students, the advisors are the first point of contact for each student and behavior plans are overseen by the Dean of Students, social workers and/or Dean of Discipline where appropriate. Social workers, the Dean of Students, Dean of Discipline advisors, school psychologists, disciplinarians and teachers all provide oversight, track behavior and come together to identify non-academic needs and create action plans and/or Responses to Intervention (RTI) to support students at all levels. These non-academic patterns and behaviors that are indicators of a range of social, emotional and physical needs are tracked in our PowerSchool system as well as IEPs and 504 plans that are monitored through IMPACT. When a member of staff notes a behavior that could be reflective of a larger challenge or problem the student maybe be facing, they note the behavior in our system, keep close watch on and connect with the student, and loop in additional personnel and the parents to support where needed. If a need or problem is identified, the staff will come together to develop and implement an action plan that is shared with parents/guardians and the student.

In effort to better support the social and emotional needs of our students, a group of Noble's top social workers assembled for four weeks over the summer in 2014 to address social-emotional programming. They defined what strong social-emotional health should look like and began identifying and developing resources to support the growth of our students' social and emotional health. They will continue their work to develop goals and programming to effectively address and support the range of social and emotional needs of our students. Beyond, social and emotional needs, Noble campus provide a robust health and fitness program to educate our students on healthy lifestyles and encourage them to make choices that build healthy bodies to support healthy minds. However, outside of our physical education program, our staff also work with students facing physical challenges that impact learning, to identify and remove barriers to participation. For example, a plan to accommodate a student with a broken leg may include: giving them access to an elevator to ease their transition between classes; extending allowed transition time between classes; assigning a student or teacher to carry their books or lunch tray; excusing participation in physical education; and arranging transportation to and from school.

Question #6: Social, Emotional, and Physical Health Supports: Describe the programs, resources, and services (both internal and external) that the proposed school will provide in order to promote students' social, emotional, and physical health. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to homelessness, poverty, behavioral issues, truancy, drugs, pregnancy, and mental health and emotional issues.

Our social workers are incredibly committed to the overall well-being of our students and constantly seek new knowledge, services and approaches to better serve students and families, especially those in at-risk situations. Their work extends beyond the bare minimum to connect students and families with resources they can capitalize on and often includes helping families check their insurance, register for rehabilitation, or sign up for social security or Medicaid to access available resources. For our pregnant students, an action plan, academic plan and schedule are created to accommodate their unique needs both prior to and after the pregnancy. Students with substance abuse issues are connected to rehabilitation, health and counseling services. Our campuses maintain systems for serving homeless students. Each Noble campus has at least two staff members who serve as the STLS liaison and clerk. Often the liaisons are campus social workers or counselors and the clerk may be an office manager, Dean of Operations or Dean of Students depending on each campus's staffing mix. These STLS positions receive training from CPS's Support for Students in Temporary Living Situations at the start of the year to both service the needs of our students in temporary living situations and comply with federal laws and regulations. Our school psychologists also host grief, anger management, executive functioning and other therapy groups at our campuses for at-risk and struggling students. Noble campuses also work with a variety of external partners such as: food banks like the Greater Chicago Food Depository, homeless shelters, mentoring programs, A Knock at Midnight, dog therapy, Northwestern University Settlement House STLS, Erie Neighborhood House, Franciscan House and other neighborhood-specific programs.

Question #7: Approach to Behavior and Safety: What is the proposed school's approach to student discipline and classroom management? Outline the system of incremental consequences for both positive and negative behavior, as well as the school's plan for supporting positive behavior and responding to inappropriate behavior when it occurs.

Noble campuses utilize a merit/demerit award system that is designed to reinforce appropriate behavior patterns among students. The system is well established and is largely responsible for our negligible instances of violence or gang activity, which create a safe and supportive learning environment for our students. In fact, about 60 percent of student demerits are over such innocuous infractions as dress code violations. An excerpt below from our Student Code of Conduct (SCC) responds to Noble's approach to behavior and classroom management as well as incremental actions around positive and negative behavior. The full Student and Parent Handbook for the current school year that is referenced in questions 7 through 12 is included in appendix 2.1.b.

"STUDENT CODE OF CONDUCT AND DISCIPLINE POLICY

The Board of Directors ("Board") of the Noble Network of Charter Schools is responsible for establishing policies under which all campuses of the Noble Network operate. This Student Code of Conduct (SCC) has been designed to provide a positive and safe learning environment. The goal of this policy is to provide students with the necessary tools to develop a sense of self-discipline, self-understanding, self-direction, successful interpersonal skills as well as a sense of self-worth. The academic as well as the discipline expectations of all Noble Network campuses are high and the SCC is designed to give students the best chance to be prepared for college and a career and to feel safe and happy at school.

The SCC is not intended to address the entire spectrum of student misbehavior; instead it outlines a range of appropriate responses for certain inappropriate behaviors. School officials retain the discretion to address student misconduct that is not specifically included in this discipline policy. This code applies to actions of students during school hours, before and after school, while on school property, while traveling on school vehicles funded by Noble Network campuses, while participating on any team or

group representing the school or attending such an activity, at all school-sponsored events, and while using the school network or any electronic devices. This code also applies to actions of students before or after school hours and off school property if those actions pose a substantial likelihood of disruption to the learning environment in the school.

Staff members shall ensure due process for each student, while consistently following the policies outlined below. A student's IEP (including a BIP if one exists) will be followed. When determining any disciplinary consequence for misconduct by a student with a disability which may result in a suspension for more than 10 cumulative school days or will result in a change of placement, the IEP team will consider all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information provided by the parent to determine if the conduct was a manifestation of the student's disability.

Merits - Merits will be given when students perform above and beyond in the areas of citizenship, behavior, kindness, or school upkeep. Merits are never given when a student asks for one for him/herself. Merits may result in a student being entered in a raffle for prizes or tickets to various events or amusement parks or special recognition. Some examples include:

- a. Making the school look better
- b. Stopping to greet visitors to the school and answer their questions
- c. Helping tutor a fellow student
- d. Allowing adults the right of way on the sidewalk or CTA

Demerits - A student can be assigned from 1-4 demerits for a rule infraction. More serious infractions may earn more severe consequences as outlined in the SCC. Staff members determine the number demerits, except as prescribed by the list below:

- a. Chewing gum – 4 demerits
- b. Food or drink visible outside the lunchroom or eating or drinking outside the lunchroom – minimum 2 demerits. Water in clear bottles is permissible.
- c. Pop, caffeinated energy drinks, or chips (except those sold or provided) visible anywhere – 4 demerits
- d. Standing, yelling, or throwing anything in the lunchroom - minimum 1 demerit
- e. Not returning a tray or not cleaning up in the lunchroom – minimum 1 demerit
- f. Talking during an emergency drill - 2 demerits
- g. Tardy to school:
 1. Less than 1 minute – 1 demerit
 2. Tardy to school more than 1 minute 2– 4 demerits
- h. Tardy to class (not in assigned seat when the bell rings):
 1. Less than 1 minute – 1 demerit
 2. 1 minute to 3 minutes – 2 demerits
 3. Tardy to class more than 3 minutes – 4 demerits
- i. Unexcused absence from a class or school-mandated function such as mandatory LaSalle, community service event – 4 demerits
- j. In the hallways at any time while classes are in session without an escort (except during passing periods or specific times designated by the principal) – 4 demerits
- k. Cell phone or audible electronic device (including headphones) visible, audible, or used during school hours without staff permission – 4 demerits and confiscation of the device until parent retrieves item from school

- l. Dress code violations that can be corrected immediately (such as an untucked shirt) – 1 demerit no warnings will be given and 4 demerits given if not corrected
- m. Dress code violations that cannot be corrected immediately (such as no belt) – 4 demerits
- n. Foul language including curse words and or other slurs – minimum 1 demerit
- o. Bullying or verbal harassment - minimum 1 demerit
- p. Rowdy or loud behavior anywhere in the school - minimum 1 demerit
- q. Inappropriate public displays of affection – minimum 1 demerit
- r. Loitering on school grounds – minimum 1 demerit
- s. Disciplinary removal of a student from class – minimum 4 demerits
- t. Academic dishonesty, cheating or plagiarism – 4 demerits
- u. Possession of a permanent marker or sharpie – 4 demerits and confiscation.”

Question #8: Behavioral Interventions and Supports: Describe the multi-tiered system of prevention and intervention behavioral supports that the school will put in place for all students and students in need of targeted supports.

Noble utilizes a number of behavioral supports to prevent, intervene on the bad and recognize the good behavior amongst our students. We strive to ensure these actions are implemented consistently across our campuses on a regular basis and include behavior reinforcement as one of the items on the regular scheduled and unscheduled audits we conduct of every Noble campus. We have listed a few targeted supports below and more detail can be found in appendix 2.1.b.

Detentions/Demerit Cycles: A student is issued a three-hour detention for every four demerits he/she earns within a two-week cycle. For example, four demerits within a two week cycle equals one detention and eight demerits within a two week cycle equals two detentions. Demerit cycles coincide with the progress report cycles and are reset after the two-week period ends. Thus, if a student receives three or fewer demerits within a two-week period (or have one, two, three remaining demerits after a detention has been issued), these demerits reset to zero. Detention may take the form of a silent study period, behavior improvement work, or a combination of these.

Behavior Improvement Classes: Students who earn more than twelve detentions or have a violation of the SCC related to fighting, bullying, harassment, gang activity, or drug use or distribution will be required to take behavior improvement classes that teaches proper behavior in order to be promoted or to graduate. Typically each class will be a four-week summer class or fifteen-week after-school class. The student will also have to serve any detentions or suspensions days earned for violations in addition to taking the discipline class. This class is a way to help students get back on track with their behavior.

Clean Weeks: If a student has earned 24 detentions and therefore two behavior improvement classes, the student is also eligible for clean weeks. Clean weeks are a behavior improvement program that allows a student who completes any five consecutively attended school days and earns three or fewer demerits to remove one detention from his/her year-end cumulative total. The student must still serve all remaining detentions and complete two behavior improvement classes in order to be promoted, however clean weeks reinforce positive behavior and give the student a chance to lessen consequences.

Good Standing: Students who break school rules or fail to serve the penalty for breaking them may lose their good standing status at school. For those who are not in good standing, this could result in not eating lunch with classmates and in not being eligible for sports, dances, camp, activities, and field trips.

Question #9: Monitoring and Evaluating Behavioral Interventions and Supports: How will the school monitor the progress of behavioral interventions and determine whether they are succeeding in promoting positive student behavior? Who will be responsible for overseeing student discipline and behavioral interventions?

Noble monitors the behavior of our students through our PowerSchool data management program, which logs all merits, demerits, detentions and other behavioral interventions. PowerSchool data updates every three hours and is continuously accessible to our campus leadership, teachers, advisors, students and parents, so that everyone can be on the same page about a student's behavior to best support their needs and challenges. Beyond this, every student is part of a small, single-sex advisory led by a Noble teacher. Students start and end their day in advisory and form close bonds with fellow advisees and their advisor. This constant contact develops strong and supportive relationships between students and their advisor, which is important to our work because the advisor is the main point of contact between families and the campus. They advocate on the student's behalf, connect them with needed support services and resources and have the best pulse on the successes and struggles of each advisee. Beyond day to day interactions, every campus has a Dean of Discipline who oversees student discipline, interventions, and their effectiveness. The Dean of Discipline will include members of the campus team, including the advisor and social worker (where applicable), parents/guardians and the student in behavioral interventions. Parents receive behavior updates every two weeks in the newsletter that goes home and must be signed by the parent/guardian and returned to the campus. Parents are also at the campus a minimum of four times per year for report card pick-up where they meet with their student's advisor, teachers and disciplinarian if needed. If parents cannot attend report card pick-up days, accommodations are made by the advisor that ensure an in-person meeting with every parent. Often these accommodations include meetings are times that are convenient for the family or home visits.

Unacceptable Behavior	Range	Disciplinary Consequences
Electronic devices	Min. Max.	Confiscation—for parent release only and detention Confiscation—for parent release only, detention and 1 day suspension
Failure to serve detention	Min. Max.	Serving missed detention, serving penalty detention and parent conference Serving missed detention and 1day suspension
Gambling	Min. Max.	Item/money confiscated 3 day suspension
Improper use of technology	Min. Max.	Suspend network use privilege, parent conference 3 day suspension
Leaving class without permission	Min. Max.	Detention 3 day suspension
Earning any multiple of six detentions	Min. Max.	Parent conference 1-day suspension and parent conference
Forgery/leadership of academic dishonesty	Min. Max.	Parent conference-no credit given for assignment and minimum of 4 demerits Detention, 1-5 days suspension
Possession or use of tobacco or related items (such as lighters or matches) or look alike item	Min. Max.	Detention, confiscation of item 5 day suspension, confiscation of item
Cutting a school day	Min. Max.	Double detention, parent conference 5 day suspension
Disrespect- disrespectful behavior to a staff member, student, or visitor, including verbal or written disrespect, obscene gestures, and disrespect on the internet	Min. Max.	Detention, parent conference and/or 1 day suspension 8 day suspension
Arson	Min. Max.	5 day suspension and summer behavior improvement class Referral for expulsion hearing
Assault/Battery (verbal or physical)	Min. Max.	5 day suspension and summer behavior improvement class Referral for expulsion hearing
Possession, use, intoxication, distribution, or sale of alcohol or illegal drugs, or drug paraphernalia or look alike item	Min. Max.	5 day suspension and/or out-patient counseling or summer behavior improvement class Referral for expulsion hearing
Fighting	Min. Max.	5 day suspension and/or summer behavior improvement class Referral for expulsion hearing
Gang-related or group organized disruptive activity	Min. Max.	5 day suspension and/or summer behavior improvement class Referral for expulsion hearing
Theft, robbery, or extortion	Min. Max.	1 day suspension and/or summer behavior improvement class Referral for expulsion hearing

Threats, harassment, or hazing of staff or students including sexual harassment and threats on the internet	Min.	Parent conference, counseling and minimum of 1 demerit
	Max.	Referral for expulsion hearing
Vandalism or damage of school or community property including hacking into or disrupting network technology systems	Min.	1 day suspension, restitution of property & cost
	Max.	Referral for expulsion hearing
Possession and/or use of weapons/dangerous objects	Min.	Item confiscated, 5 day suspension and/or summer behavior improvement class
	Max.	Referral for expulsion hearing
Repeated violations of the SCC including repeated disruptions to the learning process after earning more than 36 detentions in any one school year.	Min.	1 day suspension
	Max.	Referral for expulsion hearing

Question #10: Communication of Behavioral Expectations: How will expectations for behavior and corresponding consequences and rewards be clearly communicated to students and families?

Noble ensures that students and parents understand behavioral expectations by requiring both to sign and return a form at the start of each school year acknowledging they have reviewed and accept Noble’s Student Code of Conduct (SCC) included in the student handbook. Copies are available in the main office at our schools and electronic copies of the student handbook are also posted on campus websites. All Noble parents have ongoing access to their child’s grades and behavioral metrics through our PowerSchool program so they can regularly monitor grades, behavior and discipline. Additionally, Parents get newsletters each week throughout the year and every two weeks, parents receive a progress report with all grades of their child on the back of the newsletter. They must sign and have their child return the newsletter to their advisor. Finally, to ensure that parents receive regular updates on the academic performance and behavior of their child, parents are required to attend quarterly report card pick-up days to receive their child’s report card and meet with their child’s advisor. When parents are unable to attend report card pick-up the campus will arrange for a home visit to ensure they connect with every parent at least once per quarter. Part of the teacher’s bonus is determined by the percentage of their advisee’s parents who attend report card pick-up as a way to measure strong parent-teacher relationships.

Question #11: Exclusionary Discipline: Please provide a preliminary list and definitions of the offenses for which students in the school may be suspended or expelled. What corrective, instructive, and/or restorative responses to misbehavior will the school implement prior to the use of exclusionary discipline?

An excerpt from the Handbook is included below followed by explanations of the corrective actions listed in the chart.

Behavior and Corrective Actions

Student Conference: With some infractions, a student conference may occur where a student is informed of consequences that will be recommended or assigned if inappropriate behavior continues.

Parent Conference: With some infractions, a parent may be informed by phone or in person with conference documented, incident explained, and future consequences reviewed.

Suspension: A suspension is when a student is removed from school due to the serious nature of the inappropriate behavior for up to 8 consecutive school days for any one offense. Students who have been suspended may not appear on campus nor attend any school functions (before school, after school, or evening) while suspended. Violators of this policy will be considered trespassing. They may, however, enter the school to take or prepare for state assessments. Suspended students must be assigned homework and given the opportunity to make-up missed assignments, quizzes, or tests for full credit.

A campus official must fill out an appropriate misconduct report anytime a student is suspended. Students will be provided a suspension conference (unless student's presence poses danger) during which time the student will be informed of the alleged misconduct against him/her and will be given the opportunity to respond. Parents will be called and informed of the suspension as well as provided with a misconduct report and suspension letter (that will be given to the parent, emailed, or mailed home).

A parent or student may appeal in writing a suspension within two days of the notice of the suspension. Reasons for the appeal of the suspension must be put in writing to the Superintendent, Michael Milkie, either by e-mail or by mail postmarked within the two days. The superintendent will make the final determination of any suspension appeal. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served.

Police Report: If there is reason to believe that a student may be, or was involved in any illegal activity on school grounds or at any school sponsored activity or event, school personnel may contact the police to report the incident. This standard applies to all violations of the SCC. A campus official will take reasonable actions to inform parents prior to or shortly thereafter the police are called.

Weapon Definition: For the purposes of the SCC, weapon is defined as any object which may be used, is intended to be used, or is attempted to be used for bodily harm including, but not limited to a firearm or firearm "lookalike," a stick, brass knuckles, a knife, box cutters, bullets, screw drivers, saws, metal pipes, b.b.guns, toy guns, slingshots, or broken bottles.

Expulsion: When a campus determines that a student has committed an offense(s) which is (are) grounds for expulsion, the principal or designee will forward to the hearing officer and the superintendent's office the appropriate misconduct report. The student will be suspended for up to 10 school days pending an expulsion hearing conducted by a hearing officer. Upon conclusion of the hearing, the hearing officer will draft a hearing report and make a recommendation to a charter officer designated by Noble's board of directors. The designated charter officer may take action regarding the referral for expulsion as he/she finds appropriate. The steps of the expulsion process are detailed in the Handbook provided in appendix 2.1.b.

Question #12: Due Process: Explain how the school will protect the rights of students with disabilities/impairments in disciplinary actions and proceedings and afford due process for all students. Describe the appeals procedures that the school will employ for students facing possible expulsion.

Noble follows these procedural guidelines for students with disabilities: School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports is absolutely necessary. Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply. When school officials anticipate a referral for expulsion, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide the parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.
2. The IEP team must:
 - A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
 - 1) The conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 - 2) The conduct in question was the direct result of the school's failure to implement the student's IEP.
 - B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the code of conduct, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting. All MDRs are subject to legal review by the

Department of Procedural Safeguards and Parental Supports. All procedural safeguards contained in the SCC are equally applicable to those students with 504 plans.

Question #13: Parent Engagement

Q. How will the school communicate expectations about the school’s mission and vision, culture, to families? How will the school engage parents and caretakers in their child(ren)s’ education? Outline any requirements for parents’ involvement in their students’ education. Discuss strategies to provide clear and consistent communication to parents about their students’ progress throughout the school year, including parents who do not speak English.

Noble works hard to engage parents even before their child has been accepted to a Noble campus. Families are strongly advised to attend Admissions Information Sessions at each campus they are considering to understand Noble mission, vision and expectations, experience each campus’ culture, tour the facilities, review the Student Code of Conduct, learn about the services provided, and get answers to their questions. All campuses offer enrollment materials in Spanish and have Spanish-speakers on hand at Admissions Information Sessions. In campuses that serve large Hispanic populations, the campus is staffed with Spanish speakers to accommodate language needs. Campuses hold kick-off meetings for incoming freshmen and their families at the start of the school year to review expectations and supports. Parents are expected to attend quarterly report card pick-up days at the campus to receive their student’s report card and meet with the advisor and teachers. If parents/guardians are unable to attend, the advisor will arrange for a home visit or alternative meeting time to ensure quarterly contact. Parents receive weekly newsletters from the campus, and every two weeks these newsletters include progress reports that must be signed and returned to the campus. Advisors also have regular communication with parents as needed and preferred by each family; language needs are taken into account to ensure parents who do not speak English still receive proper communication and supports. Noble campuses also have Parent Advisory Councils (PAC) that provide parents additional means and a voice to participate in their child’s education and support the campus. They meet regularly and more established PACs have been instrumental in filling programming needs, increasing safety in the neighborhood surrounding the campus, and supporting campus initiatives.

Question #14: Parent Resources

Q. Describe any programs or resources that the school will provide specifically for parents or caretakers. Will school staff or external organizations provide these services? How will the costs of services be covered?

Noble’s model provides a strong culture of support for its students and families, including an array of services that extend beyond education. Each campus as at least one dedicated full-time social worker and part-time campus school psychologists and nurses to support social-emotional and health needs of our students. They are able to make referrals to a variety of free and low-cost community resources to support students’ needs. For students suffering serious health issues, our staff has been known to organize rotating hospital visits to provide individual academic instruction and support to students and families in times of crisis. All of this is done at cost to the campus and through personal time committed by staff. Our campuses also provide a full array of special education supports, including transportation, to ensure the individual needs of each student are met through their IEP. Our campuses employ numerous paraprofessionals and teaching assistants to give the academic and social supports needed.

Noble students receive significant college programming and exposure in their time with us. Campuses cover the cost of multiple college visits throughout the school year. Students also are supported

throughout the college application process and into college by full-time College Counselors and Alumni Coordinators on staff at every Noble campus. These staff members guide students and their families through the application and financial aid processes both in high school and afterwards and advocate on the student's behalf for different resources and supports while in college. Noble also covers reasonable application fees and submission expenses to remove financial barriers to college access for our students. Many campuses also offer workshops for parents and guardians on a variety of topics, such as health, college financing, summer programming, etc. at no cost to families.

Dimension 2.2: Demonstrated Track Record

Section 2.2.a. Experience and Track Record

Question #1: Experience and Roles

Q. Briefly describe the qualifications and experience of members of the design team and/or existing Board of Directors in all areas that are key to successfully opening, managing, and sustaining a new school, including education, school leadership/administration, operations, finance, development, law, and ties to the proposed community. Describe how the design team was formed, each member's contributions to the proposal, and each member's proposed role in the school. Please cite any advisors or consultants external to the founding group and define their contributions to the development of the proposal, including their relevant experience and qualifications.

Noble's design team is comprised of individuals who not only helped found Noble, but have grown it to its current state – serving 10,000 students and families from over 70 Chicago communities at our 16 campuses across Chicago's most underserved neighborhoods. Our design team is composed of leadership from Noble's central Network that oversee the operations of our network of schools. The team includes Noble's founder and CEO, our Chief Operating Officer, Chief Financial Officer, Chief External Affairs Officer, Chief Academic Officer, Assistant Superintendent, Chief Talent Officer, Noble's Advocacy team under the oversight of our Advocacy Manager, and our Grants and Special Projects Manager. At the network level, these individuals oversee the broad array of activities that support the opening of a new campus, including: securing the facility, hiring leadership, developing the leadership, building community relations and support, securing financial support, building a budget, recruiting staff, establishing a culture, instituting an academic model and ultimately navigating the approval process for new schools. Collectively the team brings 63 of years of direct Noble service, and has contributed significantly to Noble's growth, including a team member who was a graduate of Noble's first class back in 2003. Noble is not using external consultants to support our expansion.

Michael Milkie is the co-founder, Superintendent and CEO of the Noble Network of Charter Schools. He attended Indiana University where he earned degrees in Economics and Russian-East European Studies. Mr. Milkie taught as an Adjunct Instructor of Economics at Roosevelt University, DePaul University, and numerous other Chicagoland colleges for eight years. Prior to opening Noble Street College Prep, Mr. Milkie was a high school math teacher in the Chicago Public Schools. Despite having incredible success with his students, he felt frustrated by the chaotic environment that surrounded his students outside of his classroom. Mr. Milkie and his wife Tonya, also a high school teacher in CPS, believed that they could create a better school with a strong culture conducive to learning in which there were high expectations for every student, regardless of their background. In 1999, they opened Noble Street College Prep to 100 freshmen students and Noble has since grown to sixteen campuses serving 10,000 students.

Through Mr. Milkie's leadership, Noble is proving that given the right resources, every student can succeed regardless of circumstances.

Michael Madden is Noble's Chief Operating Officer and joined Noble in 2009 as our Director of Information Technology. He oversees the IT, Facilities and Human Resources Departments and his work in technology and facilities has been crucial to our successful expansion and campus support at the network level. Mr. Madden is responsible for facilities procurement and manages the Facilities Team that prepares and maintains all Noble facilities for the service of students. Prior to joining Noble, Mr. Madden held senior positions in information technology for civic and nonprofit organizations where he functioned as the first CIO in the YMCA of Metropolitan Chicago's history, overseeing technology for 3,000 employees at 45 locations.

Joseph Drago is Noble's Chief Financial Officer and brings 24 years as a CFO to Noble through his previous work at Ernst & Young, The Dartnell Corporation and the Clark Group. He joined Noble in 2014 and has improved and tightened systems to ensure Noble maintains the financial health and stability needed to support our current operations and growth. Mr. Drago is a CPA and holds degrees from the College of the Holy Cross, Wichita State University and completed the Professional Accounting Program at Northwestern University's Kellogg Graduate School of Management.

Constance Jones Brewer is Noble's Chief External Affairs Officer and joined the Noble team in early 2015. She brings a wealth of experience with fundraising, donor and relationship management, and Chicago charter education through her work with the KIPP Foundation as National Development Director, while based in Chicago. Her work with KIPP was instrumental to expanding key leadership programs and pipelines to provide high quality talent for the organization. She oversees Noble's External Affairs team, which manages all fundraising for the organization as well as management of external relationships with donors, legislatives, community partners and the press. Ms. Brewer has a Master's in Business Administration from the Harvard Business School and her Bachelor's degree from the University of North Carolina at Chapel Hill.

Kyle Cole, Chief Academic Officer, is responsible for overseeing Noble's Academic Department, which manages implementation of the CAP, our academic program and Noble's student support services. He has successfully fostered the CAP's extraordinary growth over the past three years and introduced efficiencies to make it stronger. Mr. Cole's experience stems from his time as the Vice Principal of Curriculum and Instruction at Cesar Chavez Public Charter School where he directed all curriculum development. He oversaw the creation, implementation and analysis of formative, quarterly interim exams, designed and implemented the structure for Professional Learning Communities – an ongoing mentoring and professional development program for every teacher, and conducted observation and supervision of all department Chairs. Mr. Cole also oversees all special services including school nurses, psychologists and special education teachers. Mr. Cole attended the University of Chicago for his bachelor's degree and received a Master in Education from Harvard University's Graduate School of Education.

Eric Thomas, Noble's Assistant Superintendent supports our Superintendent/CEO with the growing number of campus, principal, and NNST staff relations. Mr. Thomas started at Noble in 2005 as the founding Principal at our Rauner College Prep campus, one of Noble's first expansion campuses. Prior to joining Noble, Mr. Thomas was a Director and team leader at Northwestern High School and held positions as a School Director and Associate Institute director at the Teacher for America Training Institute. He began his teaching career as a Teach for America (TFA) Corps Member and has been

recognized by USA Today and the Baltimore Teacher's Union PTA. Mr. Thomas attended the University of Wisconsin for his undergraduate studies and earned a Master of Arts in Teaching from Johns Hopkins University. Mr. Thomas is overseeing the hiring process for our newest principal interns and will work with Mr. Milkie to identify and select the best candidates to lead our new campuses.

James Troupis, Chief Talent Officer, came to Noble in 2007 as the founding principal of Gary Comer College Prep. After growing his campus to full enrollment and sending two classes of graduates off to college, he joined the network as our Chief Talent Officer in July 2013. In this role he manages a team that responsible for providing a deep pool of talented instructional candidates for our campuses. This year, Noble hired only seven percent of candidates through an extensive national search. Prior to joining Noble, Mr. Troupis was a Program Director for Teach for America in Los Angeles where he oversaw the development of a team of almost 50 teachers. Mr. Troupis holds a bachelor's degree in Communications from Northwestern University.

Angelica Alfaro is Noble's Advocacy Manager and a graduate of Noble's first class of students in 2003. She is a graduate of the University of Illinois at Urbana-Champaign and returned to Noble in 2007 upon graduation as an Alumni Coordinator where she worked directly with Noble's graduates to ensure their persistence in college and keep them on the path to graduation. Ms. Alfaro joined the External Affairs team, and in 2011 became a Community Organizer. She works tirelessly to maintain relationships within the communities we serve while building new and meaningful partnerships in the communities we look to expand into. She oversees the team of Community Organizers who are on the ground working to build community support around our requested new campuses.

Sara Kandler Meno is Noble's Grants and Special Projects Manager. She joined Noble's External Affairs team in 2010 and has deep experience guiding Noble through extensive and involved projects and applications at all levels of the organization. She was the project leader for Noble's 2013 charter renewal and 2013 New Schools RFP and MMAs, and is leading Noble through the 2014 New Schools RFP. Ms. Kandler is well versed in all aspects of Noble's work and is able to assemble the resources and individuals needed to report on Noble's work and process around our expansion. She holds a Master's degree in nonprofit management from DePaul University and a Bachelor's degree from Marquette University. She has made her career in nonprofit work, specifically grants management, project management and donor/partner stewardship.

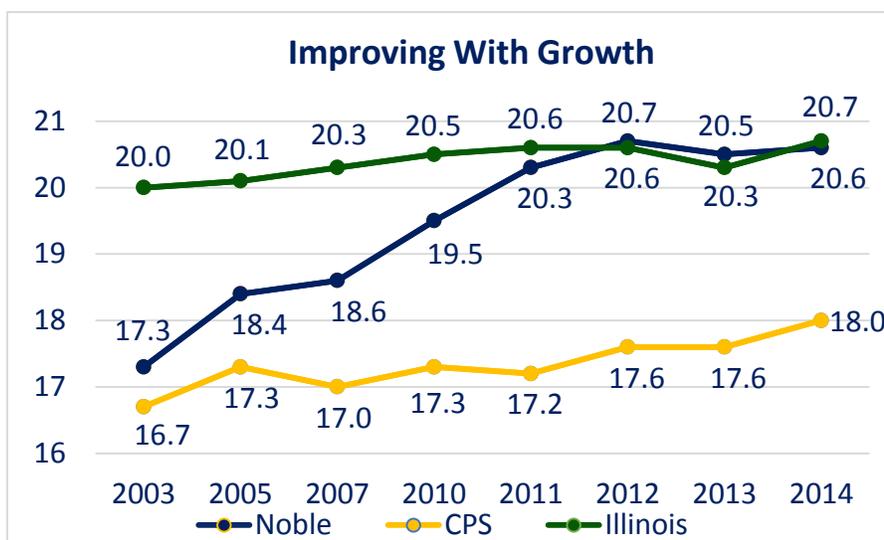
Noble's Board is composed of 21 members who bring a wealth of experience in business, not-for-profit and educational experience. They support the work of our network and guide our expansion. Although they are not directly involved in the day-to-day logistics of our expansion, many members have been with us since our founding and have guided us to our current state. Due in large part to the support, investment and vision of Mr. Allan Muchin, Chairman of our Board, Noble has become the organization it is today. Mr. Guy Comer, the President of Comer Science & Education Foundation brings valuable foundation experience to our Board. Dr. Bryan Traubert, President of the Chicago Park District and founder of the Pritzker-Traubert Family Foundation has been Noble supporters since our earliest days when we began our expansion, provides a wealth of business and foundational management experience as well as a deep understanding of our growth and culture. Mr. David Weinberg, founder and President of the Illinois Network of Charter Schools, and Ms. Rebeca Nieves Huffman, Illinois State Executive Director of Democrats for Education Reform, provide insight into the Illinois charter movement and legislation. Mr. John Rowe, Chairman Emeritus of Exelon Corporation, Ms. Jean Sheridan, retired Executive Vice President of Northern Trust, Mr. Harvey Medvin, retired EVP and CFO of Aon Corporation, Mr. John Harris, Managing Partner at Wishbone Management, LP, and Mr. Martin Nesbitt,

Co-CEO, Vistria Group, bring years of corporate business experience. Mr. Cecil Curtwright, Associate Vice Provost for Academic and Enrollment Services at University of Illinois Chicago provides an academic lens to our Board that is crucial to the understanding and development of our academic program and growth. All of Noble’s key supporters, including campus naming donors are represented on the Board. The Board is responsible for setting broad organizational policy, providing fiscal oversight, and evaluating the Superintendent and CEO.

Question #2: Academic Track Record

Q. Provide evidence demonstrating that the design team has a proven track record of success driving academic achievement and growth for students similar to those the school expects to serve in a school setting.

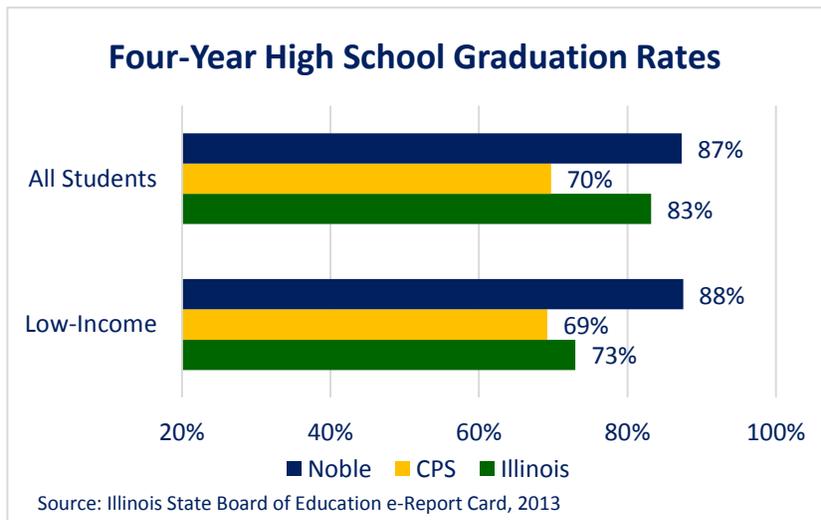
Noble has a proven track record of success in maximizing the academic achievement of each student, regardless of the skill levels they arrive with as freshmen. We believe that the best we can do by every Noble student is to help them achieve the most academic growth in their short time in high school. This is measured by points of academic growth and the normal expectation is that students will attain one point of academic growth for each year of school. Noble’s innovation over its history has allowed us to push the limits on student learning for the benefit of our children. Each fall, students take a pre-version of the applicable test and each spring, students take the corresponding post-test; juniors take the ACT in the spring, which serves as the post-EPAS test for junior year. Growth measured by these pre and post-tests between the start of freshmen year and the spring of junior year is a



key measure of academic achievement. Noble’s Class of 2015 grew the equivalent of 6.05 points on the EPAS between their freshman and junior years. For our mainly low-income student body the difference between a score of 15 and 21 on the ACT can have far reaching ramifications; a higher ACT score not only indicates greater preparedness for the rigors of college academics, but also leads to admittance into a higher caliber of school that will have higher persistence and graduation rates. Thus, the better our students perform on the ACT, the more prepared they are for college and the better their chances of attending an institution with higher persistence rates and graduating. With this in mind, we must continue to do everything to accelerate growth among our students. When compared to their peers at a traditional public school, Noble’s 2014 ACT exceeds the composite score for Chicago Public Schools (CPS), whose score includes selective-enrollment high schools where students must meet minimum academic qualifications for admittance, and comes very close to the State average. Noble serves a comparable population to other non-selective CPS schools, but leads these schools in academic achievement. For the last five years, all Noble campuses with junior classes have dominated the top ten ranking of non-selective high schools in the City of Chicago. In 2014, Noble campuses held the top eight

of ten spots based on ACT performance. Many of our students continue to improve during their senior year and may raise their ACT a full point higher to reach the national average, allowing them to apply to more selective colleges. Our results on the State of Illinois' Prairie State Achievement Exam also surpassed the district's results by over twenty percent points in 2013 and closed the achievement gap with the State in 2012 and 2013.

Nationally, graduation rates for African-American and Hispanic students are 33 percent and 29 percent lower than the rate for White students respectively, and this trend carries throughout CPS.⁶ A 30-year trend study by the NECS shows that low-income students are three to four times more likely to drop out of high school than middle and high-income students. When this same data is compared by race/ethnicity, African Americans are twice as likely to drop out as



their white counterparts and Hispanics almost four times more likely.⁷ However these trends stop with Noble. We have achieved great success in graduating our mainly low-income African-American and Hispanic students at rates higher than the district and the State. As shown in the graph above, our four-year high school graduation rate for all Noble students surpasses CPS and the State. The achievement gap widens when you look at just our low-income graduation rate. By focusing our efforts on understanding and serving the needs of economically disadvantaged students we are truly able to remove barriers to college and change the educational attainment of the communities we serve. With the support of our College Program, Noble students are enrolling in college at rates far above Chicago and national averages. For the past few years, 100 percent of graduates have been accepted to college, giving every Noble graduate an option for post-secondary education. Noble students enroll in college at higher rates than their district and national low-income peers. When broken down by gender and race/ethnicity, Noble has achieved even greater success helping our student body, specifically our first generation college students, access post-secondary education. As shown in the chart below, we are achieving much higher college enrollment rates with a majority African American and Hispanic population that historically falls behind its white counterparts in this area.

College Matriculation by Gender and Race/Ethnicity

2013 4-Year College Matriculation	Noble	CPS
All Students	80%	36%
African American	88%	36%
Male	88%	31%

⁶ National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. (2010).

⁷ Chapman, C., Laird, J., and Kewal Ramani, A. (2010). *Trends in High School Dropout and Completion Rates in the United States: 1972–2008* (NCES 2011-012). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Female	88%	40%
Latino	76%	30%
Male	74%	27%
Female	78%	32%

Section 2.2.b. School Leadership

Question #1: Structure: Briefly describe the proposed instructional leadership structure. (Note: the structure should align with the school-level organizational chart provided in Section 2.5.a. Recruitment and Staffing).

Each Noble campus is led by a principal who operates with a high degree of both autonomy and accountability. Principals at Noble report to the Superintendent and are supported by the Assistant Superintendent and Chief Academic Officer in their work on teaching and learning. The framework for what every Noble campus must hold consistent is clearly articulated and principals are granted high levels of autonomy in order to execute on those priorities and achieve maximum results for students. At a high level, we expect every Noble campus to faithfully implement our Student Code of Conduct, to ensure students are making maximum gains on network-wide interim and ACT assessments, are meeting health and fitness benchmarks, are headed towards the post-secondary options that best set them up for a successful life, and that the principal manages his/her budget appropriately within spending policy and guidelines. Principals have autonomy around the staffing structures to best achieve those outcomes, including the cultural, instructional, and strategic priorities they choose, and they employ and direct people and resources to achieve the best outcomes possible.

Specific to instructional leadership, our campuses scale up one grade level at a time and principals implement a tiered support structure as the school grows to capacity. Principals will choose an instructional framework, select curriculum and sequence courses according to his/her plans to develop college-ready students. Each student in the Noble Network will participate in Pre/Post ACT tests as a growth measure and take quarterly interim assessments that measure mastery of ACT’s college readiness standards. In early years of a typical campus, a Principal will direct all instructional leadership activities. As the campus grows, they generally add teacher-driven professional learning communities, often hire additional instructional leadership staff (such as a Dean of Instruction or Assistant Principal), and grow their support structures for teachers to include more robust data analysis, instructional practice, and coaching. A copy of the job description for a founding principal has been included in Appendix 2.2.b.1.

Question #2: Selecting Instructional Leaders: If school leader(s) have been identified, provide the criteria that were used to select the proposed leader(s), including skills, qualifications and characteristics. If school leadership has not been identified, describe the criteria that will be used to select the proposed leader(s), provide a timeline for identifying school leader(s), and specify whether past leadership experience is a requirement.

We have a proven track record of attracting and retaining outstanding school leaders and we use a one-year fellowship program to prepare school leaders for launching a new campus. Broadly, we select for the following:

- Principals be strategic; being able to clearly articulate their long-range plans for their campus and how it will deliver long-term success preparing students for college success and exemplary lives;
- They must be able to execute, building organizational systems that work, delivering results, and making lasting change;
- They must be able to find, recruit, and retain talented teachers and staff. They need to be able to motivate, engage, and communicate with people ;
- They must be able to authentically engage with students, parents, and community members;
- Finally, they must be humble, showing an ability to learn, act with integrity, exercise social and emotional intelligence, make bold decisions, and engender trust.

We value school experience – our principals have been successful classroom teachers (though it is not required, we find it very valuable) and many of our more recent principals have come from within the Noble Network. We use an intense interviewing, observation, and reference-checking protocol to select leaders.

Question #3: Experience: If school leadership has been identified, please provide evidence of each proposed leader’s success driving achievement with a similar student population in a school setting. If any of the proposed school leader(s) do not have leadership experience in a school, please cite any school leadership programs or fellowships that they have completed or will complete prior to school opening. (*For existing operators only*) If a proposed leader has not been identified, describe key partnerships, leadership pipelines, networks, and/or sources that the operator will rely upon to recruit the school leader(s).

Noble has identified one of three leaders for the campuses we are proposing and continues its search for the remaining two principals. Our leadership search is carried out by Michael Milkie, our founder and Superintendent, who has been responsible for the hiring of every Noble principal since our inception. Mr. Milkie spends a significant portion of his time in search of new campus leaders to ensure a qualified pool of candidates for our expansion campuses. As we have grown, we have developed an internal roster of talented leaders prepared for promotion to the principal role. Mr. Milkie also leads the search for new leaders for the administrative functions typically in partnership with the respective board committee chairman. The identified candidate is David Oclander, who has been with Noble as a leadership intern in preparation for a campus assignment for three years. David brings a wealth of leadership experience to his role as a retired Lt. Colonel in the United States Army. During his more than 20 years of service, David trained and led thousands of young men and women, held multiple leadership positions in campaigns across the globe, and supported the work of the Joint Chiefs of Staff in the Pentagon. In his time with Noble, Mr. Oclander has worked as the head of health and fitness initiatives and served as a campus-based leadership intern for two years. Mr. Oclander’s resume is included in appendix 2.2.b.3.

All Noble’s campus leaders participate in a year-long Principal Fellowship in the year prior to opening their campus to immerse them in the Noble model. The two unidentified candidates will complete this program in the year preceding the opening of their campus and we expect selection to be complete by May. The program has many components and kicks off with our principal fellows’ participation in KIPP’s Fisher Fellow Program. The KIPP Fisher Fellowship offers Noble fellows a year-long development opportunity through a month-long Summer Institute and four week-long sessions throughout the academic year. The fellowship covers a wide range of topics around leadership, instruction, operations

and culture. It provides our principal fellows with a cohort of thought partners who are thinking through and tackling shared puzzles. It also exposes Noble to strong leaders and ideas throughout the country—ensuring that new campuses will bring new ideas and thinking to the Network and continues to serve as key catalysts for innovation. The “What is Noble?” (WIN) Project is another part of the program and tasks fellows with answering questions and identifying key cultural and programmatic components in an effort to define Noble’s beliefs and practices. Principal fellows are asked to observe, connect, document, and codify our beliefs and practices around culture, academics, staff hiring & management, and operations. In the end, the WIN Project ensures that fellows have maximum exposure to every Noble campus/principal for their planning purposes, and helps Noble regularly document and codify its practices and facilitate sharing across the Network.

The program also includes a Partner Principal component that focuses on building a results-oriented relationship. Instead of committing to “coaching” or “mentoring” a fellow, a Partner Principal takes ownership over the success of the fellow and his/her campus through their fellow year AND first year of operation. It is a two-year commitment to the fellow and the Network that focuses on both planning and execution. At Noble, Partner Principals own the success of their fellow’s campus and provide invaluable support and guidance to our new leaders. Fellows get a deeper learning relationship with a principal and support for both planning and execution, while the Partner Principals get additional manpower in the start of the year and a chance of a performance bonus. In the end, the Network gets a stronger fellowship that will yield stronger results for students. As a Principal at Noble, the biggest support and development comes from other Principals and supervision and guidance from Noble’s founder/Superintendent and Assistant Superintendent. There is constant communication through Principal communication channels to provide answers and support for ongoing questions. Principals also meet bi-weekly to tackle important issues at hand. The Principal retreats serve as a way to improve on policies for the following school year and network-wide PDs help establish best practices and address broader goals.

Question #4: Evaluation: How will school leaders be evaluated?

Noble principals are supervised by Noble’s Superintendent and CEO with the support of the Assistant Superintendent. All principals have annual performance reviews with Noble’s Superintendent and Assistant Superintendent during which they review specified metrics, give feedback, and make adjustments and personnel decisions accordingly. Principals are evaluated on metrics that are tracked and updated regularly by student and campus through Noble’s data dashboards. These metrics were selected because they capture a comprehensive cross section of the health and performance of the campus that Noble has found to be indicative of success. These metrics are:

- Explore growth
- Plan growth
- ACT growth
- 3-yr cohort EPAs growth
- College matriculation, persistence, and graduation
- Daily student attendance
- Student Retention
- Campus Culture score
- Staff Retention

- Making Noble better

Noble’s Campus Accountability Officer conducts regular, unscheduled audits at every campus to monitor performance on a number of the metrics used for evaluations, most specifically the campus culture score. Her visits provide regular touch points for leaders that allow for ongoing improvements and adjustments to campus culture and performance to ensure all Noble campuses maintain the high standards expected of them.

Dimension 2.3: Curriculum and Instruction

Section 2.3.a. Standards for Student Achievement

Question #1: Educational Goals and Metrics: Identify academic, non-academic, and mission-specific goals and metrics for the proposed school. Include a table that details the school’s *quantifiable* goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. For high schools, include goals for graduation rates, leading indicators (e.g. freshman on track), college acceptance and persistence rate, as well as goals related to career readiness. Sample goals and metrics tables are provided in *Appendix 2: Sample Educational Goals Table*. Please describe how your design team determined these goals and why these goals are appropriate for the school’s intended population.

Noble’s continued improvement relies on our ability to protect and promote a culture of innovation. Whatever the speed or model of growth, we aim to create an environment where campuses can continue to challenge and redefine the “traditional” Noble model; create an environment where our principals have the autonomy to redefine classrooms, rethink the use of space, time, resources, etc.; an environment where principals have the ability to introduce and test new ideas, curriculum, and instruction.

In a highly autonomous model, what is the role of Noble’s academic department in promoting a culture of innovation and continuous improvement? To date, the academic department has aimed to encourage the constant improvement of our model by 1) measuring campus impact through quality assessments, 2) providing transparent, simple, actionable data, and 3) promoting a healthy balance of quality collaboration and competition. Noble’s academic department aims to continue to pull these key levers over the next 5 years to ensure we continue to be a leading example in the fight for quality education for all students.

Above are Noble’s network-wide goals for Academics over the next five years. Any campuses added to the Network, no matter what the location or demographic make-up, will be asked to contribute toward these goals. In short, our goals are to be leading the industry in:

- 1) Student growth around College Readiness Skills (as measured by ACT, PARCC, and AP/IB)
- 2) Health & Fitness (as measured by our FitnessGram assessments)
- 3) College Graduation (as measured by % of degrees attained within 6 years of graduating from Noble)

How? Noble aims to move toward a new understanding/level of “College Readiness” these next five years. The Network will create skills-based pacing plans for our campuses that will directly outline the scope of Noble’s assessments while indirectly guiding our campuses’ general curriculum and instructional choices. As we have the past eight years, the Network will use formative interim assessments and a summative Pre/Post assessment model to encourage a culture focused on growth and continuous improvement. Similarly, the Network will focus on providing quarterly professional development days that effectively leverage our campus talent and promote an invigorating and perpetuating culture of sharing/collaboration—continuously improving the rigor and impact of our campuses’ curriculum, instruction, and assessment.

Educational Goals for High Schools - Noble Network Averages							
Goal	Metric	Grades	2016-17	2017-18	2018-19	2019-20	2020-21
ACT Composite Growth	ACT*	9 th -11 th	7.0	7.25	7.5	7.75	8.0
ACT Performance	ACT	9 th -11 th	21	21.25	21.5	21.75	22
Common Core	PARCC Performance	9 th -12 th	State Ave. +2%	State Ave. +4%	State Ave. +6%	State Ave. +8%	State Ave. +10%
Early College/ Career Credit	% of Seniors with at least one 3+ AP score (or IB equivalent)	12 th Graders	21%	22%	23%	24%	25%
Student Retention	% of students enrolled at end of year	All students	90%	90%	90%	90%	90%
School Culture	School Culture Compliance Audit	All grade levels	95% Culture Audit				
Health & Fitness	FitnessGram Performance	65%	70%	75%	80%	85%	90%
College Enrollment	National Student Clearinghouse data supplemented by data from dedicated alumni coordinators	12th	90%	90%	90%	90%	90%
College Persistence	National Student Clearinghouse data	Graduates	90%	90%	90%	90%	90%

	supplemented by data from dedicated alumni coordinators						
Projected Graduation Rate	Institutional graduation rate of chosen colleges	12th	55%	55%	55%	55%	55%

*Please note that growth is calculated based on an ACT Pre/Post model (Fall 9th Grade to Spring 11th Grade).

Question #2: Student Assessment Plan: Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in **Section 2.3.a. Educational Goals and Metrics** over the course of the five-year contract. The proposal narrative should explain the rationale for selecting or developing the identified assessments and note alignment with state standards and/or Common Core State Standards, where applicable.

In 2006 Noble introduced a quarterly interim assessment model, tied to meaningful professional development for its staff, that backwards-mapped the College Readiness Standards (CRS) measured by the ACT and EPAS exams, into grade-level assessments designed to measure students’ retention and mastery of key skills throughout the school year. Given the proven value of the ACT’s CRS on determining the preparedness and thus likelihood of student success at the collegiate level, these standards provided useful benchmarking in supporting Noble’s mission to “prepare low-income students with the scholarship, discipline, and honor necessary to succeed in college and lead exemplary lives.” Thus Noble’s Curriculum and Assessment Program (CAP) was born and provided our teachers with real-time feedback on student learning on a regular basis that allowed them to retool lessons throughout the year to reteach key skills that had yet to be mastered, and introduce innovative approaches proven successful by their peers. The CAP originally served 600 students at three campuses, and nine years later has grown in scope and size to support a network of 10,000 students at 16 campuses. Along the way the CAP has proven that it can adapt to meet the needs of our network and changing educational priorities. As it currently stands, the CAP now includes open-ended response questions (OERs) across all subject areas in effort to align with Common Core requirements and test our students’ ability to explain the logic and theory behind the skills measured by the exam. These OERs also serve to strengthen our students’ writing abilities across subjects and provide insight into their thinking to inform teachers’ instructional methods. Further, the professional development tied to the CAP has grown to incorporate TED talks, teacher-led learning groups and increasing opportunities for collaboration and best-practice sharing across our growing brain trust of educators.

As Illinois moves towards full Common Core alignment with the implementation of the PARCC exam this year, we have the opportunity to discover the crossover and value that integration of the Common Core and ACT models provide. Noble seeks to adapt our model to align the Common Core and CRS. Given that colleges will continue to use the ACT as a key measure of applicants’ academic aptitude, we wish to find meaningful and practical ways to continue using the CAP while embracing the Common Core to keep pace with our state. The integration of these systems will not only allow Noble to adapt to changing educational standards, but will continue to provide relevant and comparable data without sacrificing a year of results in the transition. We are in the midst of a year-long partnership with STRIVE Preparatory School of Denver, CO to successfully merge the ACT and Common Core in both of our models by drawing on the experience each organization brings to the testing platforms to be integrated.

Type and Frequency of Performance Assessments – Proposed Noble High Schools											
<i>Test and Grade Levels</i>	<i>Aug</i>	<i>Sept</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>June</i>
INTERM ASSESSMENT (Grades 9-11)			X		X		X				
ACT for freshmen Reading, English, Math, Science (Grade 9)		X									X
ACT for Sophomores Reading, English, Math, Science (Grade 10)		X									X
ACT for Juniors Reading, English, Math, Science (Grade 11)		X									
PARCC Reading, Writing, Math (Grades 9-11)											

*Anticipated testing windows are indicated in gray. These will be finalized based on CPS directive for the coming school years.

Question #3: Data-Driven Programs and Instruction: Describe how instructional leaders and teachers will collect and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform instruction, curricula, professional development, and other school supports. Describe the formalized supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

Noble has thrived on a culture of data-driven decision making throughout its history. The data demands of a growing network required new systems for data analysis and presentation and so we created tools to meet our needs. With the ultimate goal of maximum efficiency and effectiveness at all campuses within the network, a performance dashboard (Tableau) has provided the best means of meeting these growing data needs. Building on an existing ethic of attention to data and a strong structure of data collection and storage, a Core Team of experts developed a dashboard that has been adopted at all Noble campuses.

Noble’s dashboard is open to campus level administration, network administration, and the Board of Directors. It currently includes metrics on attendance, culture scores, GPA, detentions, retention, acceptance to 4-year colleges, and test scores. There is also a customized dashboard to track college-specific metrics. Metrics on these dashboards will presumably continue to change as principals discover more telling indicators around student learning. Another key feature of Noble’s dashboard tool is the use of standardized testing data. While it violates our “real-time” data principles, being the only data on the dashboards that doesn’t change regularly, this data seemed essential for understanding the impact of each campus on student learning and promoting the dissemination of best practices throughout our network.

Every teacher at every campus has access to dashboards. The data they track informs performance through a variety of academic and behavioral means to offer real-time adjustments in approach that foster student growth. From an academic perspective, teachers receive summative and formative data through the data dashboards. The formative data stems from our interim assessments. Teachers participate in an in-depth guided analysis process to examine areas of strength and growth by standard, class, and individual students. These results are then compared to results from their same grade-level and subject matter peers in small-group sessions at our quarterly PDs to allow to teachers to share best practices and trouble shoot issues. Our teachers utilize their interim results and tools and best practices from quarterly PDs to implement real-time adjustments to curricula and instruction in their classroom the following week. This ongoing analysis and reflection allows teachers to respond regularly and adjust accordingly to ensure subject mastery among their students. From a behavioral standpoint, every teacher has an advisory, a group of students that he or she takes ownership in guiding through their four years at Noble. Given that this is a shared feature of all Noble schools and the primary vehicle for monitoring student progress and interventions, this is the priority dashboard. The advisory level offers data on student performance in several categories that vary slightly by campus. For most categories, the dashboard offers data around student promotion metrics: the number of F's, attendance percentage, number of detentions, community service hours, and enrichment credits. These are rolled up into an overall "student status" to support early detection and intervention with particular students.

Section 2.3.b. Curriculum

Question #1: Curricular Materials: Applicants are required to submit three types of curricular materials as part of their proposal:

- A. *Year-long curriculum maps with the following items:*
 - a. *Essential questions/Big ideas*
 - b. *Common Core-aligned learning standards broken down by course and unit*
 - c. *Unit titles*
 - d. *Course unit content knowledge, objectives, and skills (that are not articulated in the standards)*
 - e. *Academic goals/benchmarks*
 - f. *Assessments that measure student attainment against the learning standards*
- B. *Unit plans with items such as:*
 - a. *Essential questions/Big ideas*
 - b. *Common Core-aligned learning standards broken down by course and unit*
 - c. *Lesson plans*
 - d. *Activities*
 - e. *Assessments that measure student attainment against the learning standards*
 - f. *Description of instructional materials, textbooks, and online resources that would be used by teachers to implement the curriculum*
- C. *A lesson plan that corresponds to a unit plan, with items such as:*
 - a. *Title*
 - b. *Objectives/Goals*
 - c. *Materials/Environment*
 - d. *Procedure*

- e. *Plans to differentiate instruction to reach all learners*
- f. *Assessments that measure student attainment against the learning standards*
- g. *Reflection*

Noble seeks full approval and has submitted the following items to cover requirements for A, B and C, across grades 9 through 12 and for Reading, Social Studies, Science, Math and Health/PE (Specials). The items that we have submitted to meet A are items managed by the network and utilized across all Noble campuses; because although our campuses have autonomy over curriculum, they are required to teach the College Readiness Standards as well as the Common Core standards and participate in network-wide assessment. At the network level, we have provided the following that can be found in a single appendix titled 2.4.b.1 Network Curriculum Maps:

- Pacing plans for grades 9 through 11 and some for 12th grade across core subjects that meet item “A.b Year-long curriculum maps with common core aligned learning standards.” Pacing plans that break down all standards for the year by quarter.
- Interim assessments and learning standards as well as open-ended response questions and scoring rubrics for our interim assessments which satisfy item “A.f. Year-long curriculum maps with assessments that measure student attainment against learning standards.” These items are broken down by grade, with subject-specific measures included within each document.

At the campus level, we have provided unit and lesson plans from four different Noble campuses as samples of the units and lessons plans for the network. Each campus addressed a different subject and provided materials across all four grades. Because Noble’s teachers have autonomy over their curriculum and materials, there is no standard across the network. However, due to the fact that our teachers meet at least quarterly with their peers who teach the same subjects across our network, best practices are regularly shared and we tend to see trends and commonalities among tools and resources used. At a minimum, our appendices for 2.4.b.1 Curriculum include unit and lesson plans as well as assessments, writing assignment and other tools tied to lessons where available. All Noble students take Physical Education/Health in year one so we have included Noble’s Health and Fitness Standards for all grades over the course of the year as well as an Instructional Guide for staff with our submission. Other electives offered to freshmen vary widely across our campuses, especially in the first year of operation. Electives will be decided by campus leadership and it is still much too early to know the additional electives offered for each proposed campus.

<i>Grades</i>	<i>Reading</i>	<i>Social Studies</i>	<i>Math</i>	<i>Science</i>	<i>Electives - Physical Education/Health</i>
9	A, B, C	A, B, C	A, B, C	A, B, C	A, B, C
10	A, B, C	A, B, C	A, B, C	A, B, C	A, B, C
11	A, B, C	A, B, C	A, B, C	A, B, C	A, B, C
12	A, B, C	A, B, C	A, B, C	A, B, C	A, B, C

Question #2: Philosophy, Selection, and Supports: Provide a brief description of the applicant’s curriculum philosophy, proposed curricula, and supporting materials for each subject. Outline the rationale for curriculum development or selection decisions. Explain how teachers will know what to teach and when to teach it throughout the school year. What resources and dedicated professional development will be provided to help teachers implement the curriculum?

Noble's educational philosophy give teachers and school leaders the autonomy over their curriculum and teaching resources to make decisions based on direct student need. Curriculum is not directed at the network level nor would it ever be mandated by the network, with very few exceptions. Instead the outcome of different teaching methods is rigorously assessed through our Curriculum and Assessment Program (CAP) and best practices are promoted across the network. As mentioned in earlier questions, Noble's CAP provides a comprehensive program that aligns instruction with college-readiness standards and as of 2013, supplemental key common core and Advanced Placement (AP) standards across grades and subjects to give teachers instructional quarterly benchmarks that they use to build curriculum. The CAP uses high-quality assessments measuring the skills embedded in the aforementioned standards to ensure students are developing the skills needed for college success. Since its creation in 2006, the CAP has been an integral and fully incorporated part of Noble's academic model and has resulted in improvement of students' scores and learning throughout our campuses. The CAP achieves this growth by effectively providing a structure that uses data to tie curriculum and pedagogy to student needs. It helps Noble prepare students for success in college and beyond by implementing high standards and high-quality assessments that drive effective teaching to maximize student growth. CAP is not a curriculum program that mandates the resources our teachers use because it is intended to support innovation. Over the past five years, the academic department has aimed to encourage the constant improvement of Noble's model by 1) measuring campus impact through quality assessments, 2) utilizing transparent, simple, actionable data, and 3) promoting a healthy balance of quality collaboration and competition. Students' improved academic achievement is the determinative factor that indicates successful implementation of high quality assessments. Through the CAP, students score higher on the ACT and have access to more collegiate options. Noble's Academic Department aims to continue to pull these key levers over the next 5 years to ensure that our schools continue to be a leading example in the fight for quality education for all students.

Question #3: Curriculum Development Plan: Describe the curriculum development plan leading up to school opening that provides sufficient milestones and corresponding dates to ensure timely completion of all related activities.

As stated above, there isn't a set network curricula. Our model relies on the autonomy and innovation of each teacher and school leader in meeting the needs of their students. However, our network provides resources to guide our teachers in their curriculum development. Given that our interims are mapped to the College Readiness Standards and supplemental key common core and AP standards, they provide roadmaps of skill development for our teachers to use as a starting point. A scope and sequence of standards is developed and maintained by a Network-wide team of teachers led by the Director of Academics who create interim assessment over the summer for the coming year. The interim assessments are created to measure students' mastery of the standards taught throughout the year. Assessment data is then the basis for quarterly network-wide and even more frequent campus-based professional development; collaboration among teachers; principal's work with teachers; and the superintendent's monitoring of consistent academic growth throughout the network. The program serves as a powerful tool to promote a consistent language around teaching and skills development across Noble. It helps identify particular strengths and weaknesses of each campus' curriculum and instruction, and encourages more targeted professional development and sharing across the Network. Further the interim assessments provide a guide to enhance the curriculum development that happens over the summer and during the concentrated PD that new and returning teachers have in the weeks

preceding the return of students. During this PD, the Deans of Instruction and grade and subject leads work with new teachers to develop curriculum and review curricula and innovations with existing teachers to guide the caliber of instruction.

Our network responsibility is to assess the effectiveness of the chosen curricula in improving student skills. The CAP provides teachers quarterly feedback on their instruction and serves to encourage the sharing of best practices with their peers. The program was developed and continues to be refined by Noble's Chief Academic Officer, his department and a team of skilled teacher-leaders from across our network of schools on an ongoing basis. The program enables teachers to target their teaching toward specific college-readiness skills set forth and tested by the ACT and to continually improve their teaching based on student mastery. As a result, Noble students have achieved an average of roughly two points of annual growth on the ACT series each year since the start of this program. The program is also able to achieve growth among students at all levels of skill mastery, and is tailored to support the differentiated teaching at our campuses to students with varying levels of skill and subject mastery.

The Curriculum and Assessment Program has had a profound effect on the teachers' focus. Integration of Power Standards (key standards designed to encourage the revisiting reassessing and re-teaching of core standards within each subject) enables interim assessment data to have a formative impact: teachers are now able to see their students' mastery levels of Power Standards, devise a plan for re-teaching and then see the results of their efforts when the Power Standard is tested the next quarter. Starting the summer of 2013, alignment with the Common Core began through open ended questions integrated into Noble's Curriculum and Assessment Program.

Question #4: Research Base: Provide evidence that the proposed curricula are research-based and have been effective with students similar to those the school expects to serve. Also include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. If proposing to use or develop innovative curricula, present evidence and/or a rationale for why your design team believes the selected curricula will drive student success with the targeted student population.

Noble's ultimate goal is college graduation for its students. We believe the best way to prepare our students for this goal is to develop their academic skills, emotional, mental, and physical development. Given that data is still unknown around the Common Core and PARCC, Noble's primary vehicle for encouraging and measuring College Readiness development is still grounded in ACT's College Readiness Standards. ACT has over fifty years of research connecting ACT performance with college entrance and performance. As more is learned about the Common Core and its impact on the college landscape, Noble will adjust accordingly. Similarly, a significant amount of data is available around the power of AP scores and their relationship to college performance.

The FitnessGram is our primary assessment tool and driver for behavior around our fitness work at Noble, and is grounded in solid research. According to their website (www.fitnessgram.net), "Fitnessgram was created in 1982 by The Cooper Institute to provide an easy way for physical education teachers to report to parents on children's fitness levels. Then and now, students are assessed in these areas of health-related fitness: cardiovascular fitness, muscle strength, muscular endurance, flexibility, and body composition. Scores are evaluated against objective criterion-based standards, called Healthy Fitness Zone® standards that indicate the level of fitness necessary for health."

Question #5: Curriculum Refinement: Once the school is in operation, what process will the school use to further develop the school's curriculum? Describe the procedures that school leaders and teachers will use to evaluate, review, and revise the curricula to ensure its continued effectiveness in driving academic achievement and growth for all students, its alignment to state standards, and alignment across grade levels.

Once the school is open, teachers receive ongoing evaluation, supports and data to inform the quality and impact of their curriculum. As we mentioned, teachers receive a guided analysis to evaluate the results of their students' quarterly interim assessments. Teachers then take their results to the quarterly network PD's to talk with their peers about the strategies and tools they utilized in their classrooms to get student mastery across the individual academic skills measured by the interim. And although Noble does not have a universal curriculum across our network, given that all teachers use the same standards each quarter, there is a network of innovation and development for our teachers to draw from. At the campus level, teachers receive regular feedback from the subject and grade leaders who work to facilitate instructional continuity and alignment across the high school continuum. Further, new and struggling teachers receive ongoing one-on-one counseling and supports from their Dean of Instruction to help build competency, and quality instruction. This support includes coaching and curriculum review based on scheduled and unscheduled classroom visits by both the Dean of Instruction and Principal.

Section 2.3.c. Instructional Strategies:

Question #1: Approach: Describe the instructional strategies that will be implemented at the proposed school. Explain how the proposed instructional strategies support the mission, vision, and educational philosophy of the school. Highlight evidence that the instructional strategies are research-based and have been effective with students similar to those the school expects to serve.

Noble's academic model is grounded in proven systems that demonstrate and measure skill mastery among key College Readiness Skills (CRS) as measured by the ACT. We use this as the basis for our academic model because it is a proven determinant of collegiate success and supports our mission to ensure that all Noble graduates have the skills necessary for success in college and in their careers. All Noble campuses build their curricula off the CRS that have been mapped by grade, subject and quarter through Noble's internally-developed pacing plans and interim assessments created by a team comprised of our best teachers. This allows our network to track and analyze performance across all campuses, regardless of the differentiated teaching styles across our classrooms. Student performance against these measures is shared quarterly throughout the network. This transparency around performance data enables us to identify effective instructional strategies and to share them within our network, continuously increasing instructional effectiveness. It also identifies teachers in need of increased supports or interventions based on student performance. Our model has also allowed for the integration and adoption of the Common Core and the implementation of the PARCC. However, we utilize the freedoms provided in our charter and pass autonomy along to our campus leaders and subsequently to our teachers, allowing them to decide the curricula and tools they feel will best achieve skill mastery among their students. Please refer to question 2.3.b.4 Research Base for more detail on the research and proven systems our model is based on.

Question #2: Differentiation: Discuss how teachers will identify students in need of remediation and accelerated learning opportunities. What different methods of instruction and supports will teachers use to meet the needs of all students, including students who require remediation and accelerated students?

Through ongoing classroom testing, exit assignments for daily lesson and quarterly testing, teachers are able to quickly and regularly identify students in need of remediation or accelerated coursework. Immediately following quarterly Interim Assessments, teachers participate in an in-depth guided analysis process to identify students who are in need of overall remediation, or skill-specific remediation, and to identify students who have mastered skills and are ready for enrichment. Teachers and campuses may support these individual student needs through multiple structures. Campuses offer office hours after school to provide students with individualized support. Many campuses include Academic Labs, which is a structured time within school hours where students are assigned to teachers/subjects where they need additional individualized support. At many campuses, homogeneous groupings are offered so that teachers can provide targeted support for struggling students, and enrichment opportunities for students who are accelerating. Within a class, co-teachers are used to provide differentiated support. Additionally, teachers utilize technology, including but not limited to Achieve 3000, Khan Academy, and other online resources to provide additional support for students. Finally, our campuses offer a variety of classes to address remediation and accelerated needs, including Math/Reading Concepts, Honors, Advanced AP and International Baccalaureate coursework.

Question #3: Specialized Instruction: Articulate how the educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities and students who are English Language Learners (ELL).

Students with Disabilities: Please describe how the school will provide a continuum of services for students with mild, moderate, and severe disabilities in the least restrictive environment (LRE) possible. Explain what adjustments to curricula and instructional programs and practices the school will make to accommodate this group. How will the school monitor and evaluate the progress of special education students to ensure the attainment of each student's goals as set forth in the Individualized Education Program? What actions will the faculty take prior to changing a student's LRE?

Noble endeavors to place students with disabilities in the Least Restrictive Environment (LRE) where they are afforded access to general curriculum and integration with their non-disabled peers. To that end, individual classroom enrollment may not be comprised of more than 30 percent of students with disabilities. We offer a variety of classes and activities (for credit or non-credit experiences) for all students, including students with disabilities. We have high expectations for all students and require that they participate in these experiences through community service and enrichment credit requirements - with appropriate modifications and accommodations for students with disabilities as delineated in their Individualized Education Plans (IEPs). Noble assesses all students through district and state mandated assessments and uses school developed standard performance assessments. Students with disabilities are assessed in accordance with their IEPs. Further our Director of Student Services audits IEP and 504 compliance across all Noble campuses monthly and checks in to ensure proper services are scheduled and provided for every student with disabilities. In addition to following all mandated guidelines and models of best practice, Noble has developed the following five specific strategies to meet the educational needs of our special education students:

1. We provide students with disabilities access to the general education program within the least possible restrictive environment including but not limited to: co-teaching teams for special education students in the regular classroom so they still receive required minutes of service; access to all program options available to students without disabilities; interventions to accommodate unique learning needs; standardized or alternate assessments as designed and planned in their IEPs; and students who require more academic, social, and emotional support determined by the IEP team are placed in a self-contained classroom to ensure their needs are being met.
2. Planning and collaboration between the general and special educator is facilitated through structured block meeting times in order to provide the most effective individualized instruction.
3. Parents of students with disabilities are accorded abundant opportunities to collaborate with school personnel and the Board of Directors to plan for overall school improvement through parent newsletters, teacher meetings and invitations to board meetings.
 - a. During their regular meetings, teachers discuss and strategize to meet the needs of students identified as needing additional assistance. As a result of these efforts, interventions are designed by general and special education teachers to address learning and behavior problems. Designation and referral for special education is done after all conventional strategies and efforts have been exhausted.
 - b. Staff development enables school personnel to be well informed about and trained to carry out LRE initiatives. The entire staff, including administrators, general educators, special educators and paraprofessionals, is trained to educate students with disabilities in the LRE through staff development and measures connected to our Education Connections grant.

We provide staff with training to develop content-specific alternate assessment tools that can be used within the general classroom. For students with disabilities, promotion and graduation criteria will be in accordance to their IEPs. The special education staff is included in the development of curriculum. It is expected that teachers take advantage of the special education teacher in their classrooms to help them develop units, lesson plans or classroom activities. In order to do this, Noble makes time available for teachers to meet on a regular basis to discuss and create lesson plans and student progress. These meetings increase communication between administration and staff regarding expectations for use of collaborative strategies. Additionally, every teacher at Noble is given a Resource Guide to be used as a tool for servicing students with special needs. Included in this handbook are guidelines that are monitored to assure that all students with special needs are afforded the least restrictive instructional environment. Please reference appendix 2.3.c for more specifics about Noble's special education program.

English Language Learners: Explain how the proposed school will meet the needs of ELL students, including providing curricula and instructional programs/practices to ensure equitable access to the core academic program. How will the school identify students who need ELL services? How will school leadership monitor the provision of ELL services and ensure that supports are being implemented properly? What are the exit criteria for measuring student progress in ELL programs?

Any student new to Noble and CPS is given the home language survey to determine if there is a need for English language services. Students are screened using the WAPT, which Noble administers and scores to determine if students are English Language Learners (ELL) eligible. As with our students with disabilities, ELLs are given customized supports and programming tailored to their individual needs,

while striving to include them in all aspects of the general school environment and providing access to general curriculum as much as possible. Students are exited from ELL after being deemed proficient in English through the January/February administration of the Access test. Noble is working to comply with the national charter mandate around specific ELL programming now required for graduation of these students and our Director of Student Services is overseeing updates to and implementation of our program to ensure compliance and proper implementation. As CPS narrows the focus and components required of ELL programming in Chicago to comply with the mandate, Noble is taking steps to ensure compliance by moving to get current ESL staff endorsed to serve the needs of ELLs. We are also recruiting candidates with ESL credentials.

Section 2.3.d. School Calendar/Schedule

Question #1: Overview

Q. Describe how any innovations in the annual school calendar and daily schedule will enhance student achievement. If proposing a longer school day/year, please describe how your design team has budgeted for overtime pay for faculty and staff, as appropriate.

Noble's proposed campuses will follow the Network's mandated Academic Calendar, which ensures all campuses are on the same schedule for testing, professional development, Report Card Pick-up, holidays and breaks. Please see the Network Academic Calendar for the current school year in Appendix 2.3.d.1 for more details.

- The number of instructional days that the school will provide per year
 - Noble students traditionally start the school year at least one week to ten days earlier than traditional CPS schools. This year our academic calendar includes 182 instructional days. This does not include time for scheduled Report Card Pick-Up days at the campus that provide quarterly in-person check-ins for parents with advisors and teachers. Noble campuses have historically offered a longer school year than traditional public schools and budget accordingly for the coming year across all our campuses to allow for our longer school days and year.
- The total average instructional minutes per day, as well as average instructional minutes per day in core subjects (mathematics, English/language arts, science, and social studies)
 - This varies by campus as Noble campuses have slightly different start and end times to their day, period structures and advisories, which is a reflection of the autonomy we pass on to our principals to allow them to meet the needs of their students. As a result, some campuses have coordinated with local traditional public schools to stagger start and end times to utilize safe passage for students and reduce the traffic strain on the surrounding community. Across our campuses, the average school day is seven and a half hours long, which includes roughly five and a half hours on core subjects.
- The number of summer school days to be provided (if applicable)
 - Summer school is typically four weeks in the summer from late June to late July.
- The number of extra hours that will be devoted to before- and after-school programming per day
 - Time for extracurriculars before and after the school day vary by campus, but all Noble campuses offer a variety of extracurricular activities and athletics. Students often spend at least one to three hours outside of the school day on extracurricular activities, in academic labs or getting extra instruction from teachers. This fluctuates

by student and depends on the number of organizations or the additional academic supports they need.

- Any designated professional development days prior to school opening and during the school year
 - Noble's Academic Calendar includes five Network PD days, six campus PD days, and weekly Friday afternoon PD's at the campuses from approximately 1:30-4:30pm. Please review Appendix 2.3.d.1 for Noble's current Network Academic Calendar. This document does not show the required onboarding PD that happens in August across all campuses in the two weeks prior to the first day for freshmen.

Question #2: Daily Schedule: Teacher's Daily Schedule: Describe how a typical teacher's day will be structured Monday through Friday, explicitly citing the amount of time devoted to core teaching assignments, planning, PD, and other activities as applicable (such as before or after school electives, remediation, lunch duty, advisory group, etc.).

In general, a teacher's day is occupied primarily with teaching his or her core content courses, teaching advisory, and planning. A teacher will typically receive one period to plan, one to two shorter periods to meet and support an advisory, and will spend the rest of the day instructing in his or her core teaching assignment. Our campuses use block schedules with "A" and "B" days and the number of daily instructional and prep periods will vary depending on whether it is an A or B day. Teachers may start and end their day with brief advisory periods if they are an advisor. All Noble campuses utilize an advisory system that breaks students into small, same-gender groups under the guidance of an advisor, who is the primary advocate, support and point of contact for their students and families. Advisors may be instructional or non-instructional staff. Advisory periods give advisors and advisees multiple opportunities throughout the day to check-in and provide a supportive environment, a family, for every Noble student.

All Noble staff have weekly professional development time built into their schedules. Our campuses dismiss early on Fridays, around 1:00 or 1:30pm, to allow a few hours in the afternoon for PD at the campus. The campus may assemble as a whole, or instructional staff may break out by subject or grade, and non-instructional staff by teams. This regularly scheduled PD allows time for development, support and preparation for the coming week. Depending on the campus and where they are in their development and size, teachers may support other structures such as LaSalle (required after-school homework lab for students who didn't complete the assigned school work for the day), lunch duty, etc. or these activities might be overseen by non-instructional staff. Typically, teachers will provide support through office hours after school is over. Additionally, instructional and non-instructional staff may elect to lead before or after-school extracurricular activities and receive a small stipend for their time. Many of our staff have passions that they have introduced to their students through extracurricular activities, and are encouraged to do so. Examples include running, poetry, chess, robotics, cooking, etc. Please reference Appendix 2.3.d.2 for Sample Teachers Schedules and School Calendar and daily schedules.

Student's Daily Schedule: Describe how a typical student's day will be structured Monday through Friday. In addition to daily classes, please reference any time spent in elective courses, advisories, receiving social-emotional supports, after-school activities, etc.

Our campuses all have variations on a similar block schedules with “A” and “B” days and eight hour school days. The block schedule alternates every other day and maintains a similar structure, except for Fridays when our students dismiss early. On Fridays, students have their full schedule through shortened class periods. Students spend the bulk of their instructional time in core subjects. Most notably our freshmen and sophomore students take double reading and math classes in their first two years to remediate and build the foundational skills we have seen lacking amongst our incoming freshmen; reading and math competency has been found to be most crucial for academic success across all subjects. Students take physical education (PE) all four years and have PE a few times a week depending on their schedules. Noble students are required to earn electives credits through at least two electives per year, depending on the campus. They will likely have an elective in the period opposite PE and extracurriculars before and/or after school. All seniors take a required senior college seminar as a regular course and some of our campuses have also instituted a college seminar for juniors. Most of our campuses have short advisory periods at the beginning and end of each day, but all students will have at least one daily advisory period. Special schedules and accommodations are made for students with special needs, emotional or behavioral issues to allow for specialized supports, remediation and counseling throughout and outside of the typical school day. Please reference Appendix 2.3.d.2 for Sample Student Schedules and School Calendar and daily schedules.

Dimension 2.4 Talent Management

Section 2.4.a. Recruitment and Staffing

Question #1: Staffing Plan: Discuss the rationale for the proposed staffing numbers and structure outlined in the attached five-year school staffing model and organizational chart. Cite teacher-student ratios for each type of teaching position. Attach job descriptions that outline roles and responsibilities of each of the instructional and non-instructional positions listed in the attached school-level organizational chart.

As we have said previously, our campus leaders have autonomy over their staffing plan and composition. Campuses will always start with a principal who will hire an office manager and/or a Dean of Students to provide support with student recruitment and free up time for them to recruit staff. Because Noble campuses only open with a freshmen class and gradually scale to full capacity over the course of four years as the freshmen matriculate, the campus had flexibility to shift their model year over year. In hiring for the first year, the bulk of hires are for core and elective subjects. The campus will also hire a Dean or Assistant Principal, to provide additional leadership where needed most. Other hires include a Social worker, paraprofessional and learning assistants commensurate to the number of students with special needs as determined at the start of the school year. Campuses will also hire an officer administrator and janitorial staff. With each passing year, more grades are added and a full grade level of staff is hired. Support and leadership positions are hired accordingly and dependent on the organization of the campus staff as determined by the principal. In the third or fourth year of a campus, college-focused staff will be added to support juniors and seniors through the college application process. An alumni coordinator is added in the fourth year to begin working with the first class of spring graduates. The campus will also have an IT specialist, a facilities manager, a part-time school psychologist and a part-time nurse, but these positions are managed by the Network and not included in the budget or hiring for the campus. Food service workers also provide service to the campus but are managed centrally by our Network and not included in campus personnel. Across our network of 16 schools the student to teacher ratio averages 16:1 for instructional staff and 9:1 for all campus staff. This number fluctuates during the life of a campus as they are in different stages of growth. Please see

Appendix 2.4.a.1 Instructional and Non-Instructional Job Descriptions for general job descriptions that include roles and responsibilities for all instructional and non-instructional personnel at a campus. Appendix 2.4.a.1 also includes a Staffing Model and campus-level Organization Chart that shows a common variation of the staffing models across Noble campuses.

Question #2: Hiring Process: Describe your design team’s strategy, process, and timeline for recruiting and hiring the teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support the school design. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines.

Noble maintains a strong commitment to recruiting the best teachers and providing a supportive work environment that results in high staff retention. The level of autonomy and support that school leaders and their staff receive at Noble, coupled with the data analysis that allows them to monitor their impact and improve their skills, has resulted in strong retention. Noble is viewed as an appealing work environment and as a result, we receive thousands of applications each year but only hire around eight percent of the candidate pool to fill our educator roles. Although the majority of teachers hired have teaching experience, we have established partnerships with Teach For America schools of education throughout Illinois including DePaul, Northwestern University, National-Louis University and the University of Illinois to help provide multiple sources for new teaching talent. Noble has partnered with Benedictine University’s education program for those transitioning careers. We are also in our first year of a pilot program in Chicago with Relay Graduate School of Education (GSE), under the guidance of a former Noble principal. The partnership provides current Noble teachers a part-time master’s program, reimbursed by Noble for teachers successfully completing the master’s program. Additionally, the partnership has established the Noble-Relay Teaching Residency for Noble alumni and community members from the communities Noble serves to earn a teaching licensure and a master’s degree during a year of residency at a Noble campus. Noble’s partnership with Relay GSE allows us to be more strategic about the training we provide our teachers, while also offering a pipeline to place alumni into teaching positions in their communities. Our Talent Team also conducts a broad national search for candidates, recruits on social media, and posts rigorously on job search websites in addition to attending dozens of job fairs annually and hosting our own in-house Noble recruitment events.

Staff recruitment is managed at both the network and campus level. The Network’s Talent Team is responsible for sourcing talent and providing a large pool of qualified candidates. Principals pursue candidates from within this talent pool and may introduce additional candidates they have discovered on their own. The Talent Team begins working with principals in the fall prior to the coming school year to understand expected vacancies, expansion growth and overall staffing needs. We begin posting both teaching and administrative positions around December 1st of the preceding school year. The order in which positions are hired is driven by the quality of talent, unless the Talent Team works with campus leaders to target strategic positions for hire. All candidates complete a single online application that is valid for positions at all Noble campuses. When a campus shows interest in a candidate, either the Talent Team or campus establish contact to initiate the interview process, which includes an initial call/interview, a sample lesson with real-time feedback and rigorous reference checking. Noble employees are also encouraged to refer candidates and receive a bonus for any full-time employee hired and retained for four months. We strive to have staff for every Noble campus, old and new, in place by the last day of the preceding school year and no later than the first day of summer professional development (approximately August 1) to ensure staff participate fully in summer on-boarding and staff professional development at the start of each school year.

Question #3: Compensation: Discuss the proposed salary ranges and benefits (including pensions) listed in the attached budget and explain any financial incentives or rewards that may be included in the compensation system. Explain how the salary and benefit plans will enable the school to compete with other schools to attract and retain high-quality staff.

Because top talent is so crucial to the success of our students, Noble works hard to provide competitive benefits for our staff and to compensate high quality performance. Noble's compensation system includes competitive salaries, performance-based bonuses, supplemental pay for taking on other roles outside of normal job duties (e.g. leading extracurricular activities, coaching a sport, teaching night school, teaching summer school, etc.). Noble participates in the Chicago Teachers Pension Fund and contributes seven percent of salary on behalf of its employees.

Noble allows for principal autonomy when it comes to establishing salaries for staff; however, the Network provides guidelines with which the principals must work. While principals may set their teacher salaries to be competitive for attracting and retaining staff at their campuses, the Network provides guidelines in the form of an acceptable salary range based on years of teaching experience. With respect to bonuses, principals may establish their own bonus plans to reward performance. The Network's guidelines around bonuses allow principals to award bonuses as high as 25 percent of salary, while competing budget requirements provide a balance and financial tradeoffs. For the last five years, the average teacher bonus in the network has been 10-11 percent. Every year, Noble reviews its salaries and bonuses in comparison with CPS and other charter organizations. It is difficult for Noble to keep pace with CPS salaries, but we attract many teachers from around the country where our salaries stack up nicely, and use performance-based bonuses and our benefits package to provide a competitive total compensation package.

Noble's benefit package is a meaningful part of our compensation offerings. Our philosophy is to offer choice so that people can find the best fit for themselves and their families. Educating employees and providing assistance with questions is also a top priority so that they can make informed decisions. To ensure we are managing costs and staying abreast of benefit changes, we take our benefits to market every year and benchmark them against local K-12 schools and against the education industry in general. Our benefits broker is a key partner for us, as they are the second largest benefits broker in the country and provide guidance in our annual decision-making. Our benefits package includes a wide range of medical coverage, 401(k) plans, pre-tax public transportation options, discounts to gyms to support health and fitness among our staff and an array of other features.

Question #4: Professional Culture: Describe the professional culture of the new school, including how the school will establish and maintain this culture and how it will contribute to staff retention. Discuss how faculty and staff will be involved in school-level decisions and in developing new initiatives.

With a clear focus on the results most important to the success of our students, Noble campuses are places that value and involve voices of all staff members. We believe in putting decision-making power in the hands of people closest to the work. The control we pass on to our teachers contributes to staff retention as our employees feel they have a say in their work and shaping their environment to respond to the needs of students and staff. The typical Noble campus consists of a senior leadership team (typically a Principal, Assistant Principal(s), and Deans of Students, Instruction, Culture, College, and Operations). Teacher-led teams organized by grade level and content area are given power and support in determining instructional choices, curriculum, interventions, and culture. For example, a

typical Noble campus may see that students in a particular grade level did not make acceptable reading growth based on network-wide assessment data. A Principal would generally charge the Dean of Instruction to work with the grade level team and reading team to review data and surface reasons for students' struggle. In many cases, the teachers are the ones who can best articulate whether the reasons for students' struggles are curricular, instructional, organizational, or cultural (or some combination of those) and recommend to the Dean and the Principal alternate courses of action. The Principal makes the ultimate decision – such as agreeing a schedule change is necessary for more time on task for struggling readers, or a new scaffolded curriculum is necessary—and allocates time and resources for teachers to achieve improved outcomes, then follows up to monitor progress.

Section 2.4.b. Professional Development

Question #1: Teacher Induction: Describe the induction program for new and existing teachers. Cite the number of hours/days of PD to be included in the induction program.

Teacher induction varies at the campus level because of the autonomy given to principals, however there are many shared components across our campuses for the orientation of teachers. Campuses will bring new and existing teachers in for required PD two to three weeks before the return of students at the start of the year. This time is often broken into intensive sessions on a variety of topics for new teachers and general team building and preparations that include existing teachers. New teachers are “Noblized” through sessions on culture, classroom management, lesson planning, discipline implementation, the advisory program, system use, etc. led by their Principal, Deans of Students, Discipline, and Instruction and other campus leaders. Large-group sessions including team building, breakout sessions by grade and subject matter, review of new campus goals and initiatives and time for classroom and lesson preparation.

In addition to campus-based development, where the bulk of induction takes place, core content teachers in the areas of English, math, reading, and science, participate in Network-wide kickoff sessions prior to the start of the school year. These sessions typically last 2-3 hours. Teachers are introduced to the upcoming year's pacing plans, standards, and Interim Assessments. Teachers share best practices and resources around key standards and instructional strategies pertinent to having a strong start to the school year in their particular content area.

Question #2: Approach: Describe the school's goals and strategy for ongoing professional development (PD), including whole staff development, grade-level/department/course teams, and instructional coaching. Identify which staff members will be responsible for overseeing PD opportunities. Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching, student learning, and school performance.

Professional development (PD) is a key component of Noble's work and has been critical to our network's academic growth and development. Through the continued investment in our biggest resource –our teachers – we invest in the quality instruction our students need for success. Time is built into the academic calendar for the network and campuses prior to the start of each year to ensure that all levels of our organization take time to reflect, share, innovate and learn. Campuses assemble their teams for intensive PD and team building at the start of August in preparation for the coming year. Most campuses will have a week of rigorous on-boarding and culture-building for new staff, followed by a few days or a week for all staff. During this time, lesson-planning and curriculum supports are provided to

newer staff, teams meet across grades and subject matter to discuss lesson alignment and goals for the year, new instructional supports, approaches and innovations are shared and classrooms are prepped for the return of students. Ultimately, campuses use the time to get order in place for the coming year, support the development of staff and address challenges and plans for the unique needs of their students.

Regular professional development of Noble teachers and staff is the responsibility of the campuses. Ongoing professional development is built into the weekly campus schedule with two-three hours allocated to professional development on Friday afternoons. As such, the campuses manage training and provide instructional coaching for their staff, research and support curriculum programs, and provide content expertise or direction around core subjects, etc. on a weekly basis. Campuses also structure this time to address trends and issues seen among students. Through staff surveys developed at the campus level, leadership is able to gage the effectiveness of PDs and tailor them to meet the needs of their staff.

To encourage professional growth, network resources and efforts are focused primarily around providing quality assessment, transparent data reporting, and forums for disseminating best practices—recognizing that our greatest learning will come from leveraging the incredible expertise within Noble (promoting focused, measured, and shared innovation).

Our largest forum for best practice sharing is quarterly network-wide professional development days. These happen four times throughout the year, plus one kick-off PD at the start of the year, on designated professional development days for all staff that the students have off. We strategically build these days into our school year to designate time for PD and coordinate them to align with interim testing results whose analysis is part of PD. These days are managed by Noble’s Chief Academic Officer and Director of Academics. We tap into the expertise of the hundreds of talented teachers in our network through required network-wide PDs, which we began offering in 2006. PD components and breakout sessions are developed and managed by a select team of teacher leaders from across the network under the oversight of Noble’s Chief Academic Officer. At these PDs, teachers meet with their peers from other campuses who teach the same grade level and subject matter to compare results from the most recent assessments and share effective best practices. In 2010, teacher-led PD sessions called Learning Groups began in the afternoons at network PDs and offered breakout sessions around topics of high interest across the network. Network-wide PDs allow teachers throughout the network to come together and brainstorm around common questions/goals. In 2013, TED talks were introduced as part of the final PD for the 2013 school year. An electronic survey is distributed to all PD participants immediately following each network PD to gather feedback and solicit new ideas to improve upon subsequent sessions.

Question #3: Teacher Evaluation: Describe the processes for evaluating school leader, faculty, and staff performance. Describe the protocols, framework/criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching school leaders, faculty, and staff members. Specify who is responsible for overseeing and conducting these procedures. Please explain how the school intends to handle unsatisfactory school leadership, teacher or staff member performance.

As outlined in more detail in question 3.2.d.2 on School Leadership Evaluation, Noble’s principals are evaluated on a variety of cultural, academic, behavioral and staff metrics, with ongoing evaluation

happening through regular scheduled and unscheduled audits, ongoing data tracking and performance on quarterly and benchmark assessments. Teacher evaluation is required but there is no standard format in place across our network. Because our principals have a high degree of autonomy over their campus, they are also responsible for determining and implementing the most effective evaluation systems for teachers. As a result our teachers receive a variety of ongoing evaluation at the campus-level to foster continued development. All instructors meet with a department chair, Dean of Instruction or other academic leadership at the campus at the start of each year to walk through pacing plans and ensure both vertical and CRS alignment; the reconnect quarterly to adjust pacing plans and lessons. Many campuses utilize a “learning walk” system as a form of observation, where members of the leadership team make brief, regular, unannounced visits to classrooms and use rubrics to analyze instructional methods. Afterwards, the data is shared with the teacher to provide useful feedback on the effectiveness of their methods and ways to strengthen instruction. Campus principals and Deans of Instruction also conduct regular classroom observations on a weekly to monthly basis (depending on the experience, performance and needs of the teacher) to provide more in-depth feedback for each instructor.

Campuses also utilize frequent data analysis facilitated department chairs and/or campus leaders. Data conferences happen as often as biweekly at some campuses and often accompany student assessment. These data conferences use on-going tracking data of the College Readiness Standards to ensure that teachers interpret their students’ achievement data appropriately and adjustment their curricula and instructional practice in order to improve their teaching and student learning. The conferences often include not only the teacher and their department chair, but sometimes their planning partner and the principal or assistant principal. Because Noble is such a data-driven organization, a wide array of student metrics are tied to the evaluation and compensation of each staff member. Such metrics include parent participation at Report Card Pick-Up days, student attendance, interim assessment performance ACT growth, etc. Academic and behavioral performance results, accompanied with feedback from classroom observation informs teacher evaluation and is utilized to determine bonuses and compensation for teachers throughout the year and at year-end.

Question #4: Evaluating Effectiveness: Describe the process for evaluating the efficacy of the PD policies, procedures, and offerings.

PD evaluation and development is managed at the network level for quarterly required PD sessions. A survey is sent out to Noble’s entire network of staff immediately following each quarterly network PD session. This survey includes questions to evaluate the effectiveness of the recent PD session, drive innovation, and improve the quality and relevancy of content for future PDs. These responses inform the content and structure of future network PD’s. Such questions include:

- Was this a good use of your time?
- Did you have enough time to share and learn from your peers?
- Will the PD session have a direct impact on your instruction, and how?
- What are you interested in learning about and from whom?
- Is there something you would like to present at a future PD?

Domain 3: Operational Capacity

Section 3.1.a. Operational Plan

Question #1: Operational Plan, Goals, and Metrics: Explain how non-academic services will be managed once the proposed school is in operation. In a table, identify quantitative operational metrics and goals for the proposed school for each of its first five years of operation. Discuss how these metrics will be used to monitor progress and guide corrective actions.

While all non-academic staff and services are under the oversight the campus principal, the Network offers many supports around non-academic services and personnel. An office manager is among the first hires for a new campus because of the intensive supports they provide the principal in preparation for and implementation of young campuses. The office manager oversees general administrative staff and tasks at the campus. The office manager and/or Dean of Operations (depending on the age and structure of the campus) works directly with Noble’s Network, specifically the Finance Department on financial reporting and the Campus Support Manager and Network Compliance Manager on CPS compliance, reporting, food service and other non-academic services. The Network’s Director of Special Services provides oversight and evaluation of school psychologists and nurses, and supports the evaluation of social workers, learning specialists and paraprofessionals to ensure a continuous quality of service to students and compliance with federal laws and regulations.

Question #2: Start-up Plan: Provide a timeline and schedule for the activities your team will undertake in the planning year(s) to ensure a successful school opening. The plan should address the wide range of activities required to successfully open a new school, clearly cite which staff member(s) are responsible for overseeing completion of the task(s), and identify start dates and deadlines for the completion of each task.

The following timeline and activities are reflective of the procedures that Noble has used over its fifteen year history to successfully replicate our original campus sixteen times over. These activities have been proven to be crucial to the successful preparation and opening of every new Noble campus.

Goal: Successfully open three new Noble campuses for the 2016-2017 school year.			
Objective	Activities	Outcomes for 2015-16	Responsibility
Principal Selection	<ul style="list-style-type: none"> Hire 2 additional principals in 2015, in addition to candidate David Oclander. 	<ul style="list-style-type: none"> Hired by the start of June, one year prior to campus opening 	<ul style="list-style-type: none"> Superintendent/CEO with support from the Assist. Superintendent
Facilities Procurement	<ul style="list-style-type: none"> Identify feasible facilities in high-need communities Conduct site analysis Get approval from Noble’s Board to move forward Sign contract on properties Begin facilities reviews and 	<ul style="list-style-type: none"> Secure three facilities within our target areas with ample time to prepare for 2016 openings Ensure facilities align with the programmatic and financial parameters of proposed campuses 	<ul style="list-style-type: none"> Chief Operating Officer

	<ul style="list-style-type: none"> create renovation plan Renovations 	<ul style="list-style-type: none"> Begin renovations to ensure facility is ready for occupancy in July 2016 	
Principal Training	<ul style="list-style-type: none"> Recruit Principal Mentor/Partner Interns complete four required white papers and deliver presentations Intern receives valuable hands-on training in a leadership role at an established Noble campus. 	<ul style="list-style-type: none"> Principal Interns and Partners paired by July 1, one year prior to campus opening Interns complete 2 white papers by the second quarter of their intern year Intern holds a leadership position at host campus 	<ul style="list-style-type: none"> Superintendent, Assist. Superintendent, Principal Mentors, Chief Academic Officer
Budget Development	<ul style="list-style-type: none"> Budgets for new campuses are created and approved 	<ul style="list-style-type: none"> Begin budget development in Q2 of 2016, with budget finalized in June 2016. 	<ul style="list-style-type: none"> Chief Financial Officer, Director of Financial Planning & Analysis and Principals
Staff Recruitment	<ul style="list-style-type: none"> Principal recruits and hires staff 	<ul style="list-style-type: none"> Begin recruitment on Dec. 1, prior to August opening Hire 80% of staff by the early June, prior to August opening 100% in place by July 1 	<ul style="list-style-type: none"> Principal, office manager with support from network's Talent Team
Materials purchasing	<ul style="list-style-type: none"> Principal works with IT and Facilities Teams to determine technology and furniture purchasing 	<ul style="list-style-type: none"> Principal works with Facilities and IT to determine needs over February through April 2016 Orders placed to allow for delivery and installation over summer 2016 	<ul style="list-style-type: none"> Principal, Director of Facilities, Director of Technology
Student Recruitment	<ul style="list-style-type: none"> Principal and administrative staff recruit students Serve a mainly low-income and minority population 	<ul style="list-style-type: none"> Begin student recruitment in the October of 2015, after new schools approved Enroll 100% of students by June 1, prior for August opening Minimum of 82% low-income and 80% minority students enrolled 	<ul style="list-style-type: none"> Principal, office manager with support from Student Recruitment Officer
Staff On-boarding	<ul style="list-style-type: none"> Conduct onboarding and professional development for new staff in preparation for opening 	<ul style="list-style-type: none"> 100% of staff participate in August retreat and onboarding prior to opening Team dynamic established 	<ul style="list-style-type: none"> Principal and campus leadership

		• Campus goals set for year	
Operational Campus	• Final campus preparations, PD, facilities projects completed in advance of students return	• Campus is ready for first day of school (TBD for August 2016)	• Principal and staff with network support

Question #3: Student Enrollment: Provide an enrollment chart for the first five years of the proposed charter school contract citing the enrollment capacity for each grade. Discuss attrition assumptions, grade configurations, etc.

Noble seeks to open larger campuses in the coming years, although enrollment per campus will ultimately depend on the capacity of the facilities that we secure. As we have seen over our 15 year history and is typical across most school models, the greatest student attrition happens between freshmen and sophomore year. For that reason, Noble seeks to enroll our largest classes with incoming freshmen enrollment. Our new campuses begin with only a freshmen class and will add a new class of freshmen with each passing year as students matriculate, until the campus is fully enrolled in its fourth year. As students matriculate with each passing year, retention increases and our campuses will take on transfer students throughout the year.

Noble Campus 17 Number of Students					
Grades	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020
9	760	380	380	380	760
10	-	760	380	380	380
11	-	-	760	380	380
12	-	-	-	760	380
Total Students	760	1140	1520	1900	1900

Noble Campus 18 Number of Students					
Grades	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020
9	480	240	240	240	480
10	-	480	240	240	240
11	-	-	480	240	240
12	-	-	-	480	240
Total Students	480	720	960	1200	1200

Noble Campus 19 Number of Students					
Grades	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020
9	480	240	240	240	480
10	-	480	240	240	240
11	-	-	480	240	240

12	-	-	-	480	240
Total Students	480	720	960	1200	1200

Question #4: Student Recruitment: Discuss strategies to recruit the targeted student population. How will the school attract and retain all students, including those with disabilities, students with Individualized Education Plans (IEPs), English Language Learners (ELL), and students in temporary living situations?

Our goal with recruitment is to reach out to as many elementary schools and community organizations as possible to ensure that we enroll not only a diverse group of students, but that we are also able to inform as many families in the community as possible about our enrollment opportunities. Our mission is to serve a predominantly low-income student population and we target areas that do not have high quality public high school options to meet local need. The chart below shows the demographics for the students attending the current Noble public high schools and how this compares to the CPS high school population.

Noble’s recruitment strategy includes the use of advertising and paid media. These include but are not limited to: radio, local newspapers, billboards, and public transportation advertising. Our advertisements, flyers, admission information session materials as well as application instructions are provided in English and Spanish. We do not ask for information about race, ethnicity, gender, socioeconomic status or disability status at any time during the application process.

2014-2015 High Schools	Noble	CPS High School Population
Total Students	10,000	112,007
Minority	98%	92%
Low Income	91%	87%
Special Education	15%	14%
English Language Learners	5%	6.6%

Parents and students are encouraged to attend an admission information session at the campus at which they are interested in enrolling. Each information session provides an overview of the campus, including academics, promotion requirements, enrichment opportunities, and college-related activities. If the campus is oversubscribed then students are admitted through a blind lottery with no regard to disability, testing, grades, race or any other criteria. While the recruiting focus takes place primarily in the local community, the lottery is open to any eighth grader residing in the city of Chicago. Students must submit an application in order to be entered in the lottery. The application deadline is no earlier than one month after the high school application deadline for the regular Chicago public high schools.

Shortly after that application deadline, Noble conducts lotteries at campuses where demand exceeds available seats. All lotteries are open to the public, conducted manually and are videotaped. We offer enrollment to the first names drawn until all enrollment spaces have been assigned and then continue to draw names to assign waitlist numbers in the order they are drawn to remaining applicants. The waitlist is published to assure all names were drawn through no other method than the lottery. As a courtesy to parents and families, siblings of current students are offered automatic admission to the campus where their sibling attends as long as they submit a complete application by the deadline given.

As seats become available, the campus will offer enrollment to students as they move to the top of the waitlist.

The enrollment process provides resources to help recruit and support families with English language learners (ELL) and students with disabilities. Enrollment resources are offered in English and Spanish, and Spanish-speaking staff are available to answer questions and support families through the process. For new families of ELLS or students with disabilities interested in enrolling at a Noble campus, we have social workers along with case managers and other supportive staff members attend our Admission Information Sessions. This way interested families can inquire about the programs and services we offer at Noble. All Noble campuses provide support to students with disabilities and ELLs through an on-site social worker, special education teachers and other resources including those of social service agencies.

Four Noble campuses currently have enrollment boundaries (UIC College Prep, Chicago Bulls College Prep, Gary Comer College Prep and ITW David Speer Academy) so students from the surrounding community are selected before a lottery takes place; however these students only comprise a minority portion of the incoming class to allow enrollment opportunities for all students. We are open to attendance boundaries since our focus is to serve the communities in which we are located.

Section 3.1.b. Operational Compliance

Question #1: Application and Enrollment Policies: Please describe the proposed school's application, enrollment, and registration policies and procedures for all students. Outline the requirements for parents and students to apply to the proposed school, explain how the proposed school will conduct its lottery if over-subscribed, and specify how students will register once enrolled. Explain how the proposed school will ensure that the application, enrollment, and registration policies are in compliance with the Illinois Charter School Law and Illinois School Code.

Noble's Admissions and Enrollment Policy is included in full below, and related documents are included in Appendix 3.1.b. Noble has worked with Chicago Public Schools to ensure that all application and enrollment policies are in compliance with Illinois Charter Law.

Admission and Enrollment Policy

Noble campuses are tuition free and are open to all students regardless of race, ethnicity, religion, gender, disability, sexual orientation and socioeconomic status. It is the intention of Noble to reflect the community it serves. As part of our recruitment strategies, we will reach out to as many elementary schools and community organizations as possible, focusing in the local community of each campus.

Noble's application process adhere to the following guidelines:

- Students must successfully complete 8th grade and be a resident of the City of Chicago to be eligible for admission to any Noble campus.
- All 8th grade students interested in applying the 9th grade enrollment at a Noble campus must submit an application by the deadline. This includes siblings of current Noble students.
- Students test scores, grades, or special need information are not used in any way as part of the admissions process or lottery.
- If demand exceeds open seats, a blind lottery is held after the application deadline.

Noble campuses will begin to hold Admissions Information Sessions (AIS) during the fall and winter months. Admissions Information Sessions are designed to allow families the opportunity to visit/tour the

campus, meet the principal and students, and learn about academics, enrichment, sports and summer college programs at the campus. Applications are distributed at the end of each session. AIS are highly recommended so that prospective students and parents can learn about Noble. There are several sessions scheduled at each campus before the application deadline. For students and parents that cannot attend a session, applications are also available at the campus, by personal delivery or mail. Students are required to complete an application and submit it by the deadline in order to participate in the lottery for enrollment. No application will be withheld from the lottery as long as it contains the student's name, home address and at least one parent or guardian listed. Complete applications are to be returned to their respective campuses by the deadline provided. If applications are received after the deadline, those applicants will be placed on the campus' waitlist in the order they were received. If demand exceeds open seats, a blind lottery is held after the application deadline. Student test scores, grades, or special need information are not used in any way as part the admissions process or lottery. The lottery is open to the public and conducted by drawing participants' names from a rolling bin. Enrollment is offered to the first names drawn, until all enrollment spots are filled. Waitlist numbers are assigned in the same manner until all names have been pulled from the bin.

As long as the application is submitted by the deadline provided, siblings of current Noble students, who reside in the same household and have the same legal guardian as the current Noble students, are exempted from the lottery for that specific campus. Preference is also given to those students who live within the neighborhood boundary for the following campuses – Chicago Bulls College Prep, ITW David Speer Academy, Gary Comer College Prep and UIC College Prep. For students who submitted an application by the deadline, the legal guardian will receive one letter from our central office with the admission results for the Noble campuses. Notification letters are mailed two weeks after lotteries are held. This letter must be returned to secure a student's enrollment/waitlist spot. Student who participate in the lottery and are not selected will be provided with a waitlist number, families will be contacted via phone and/or mail if the child' name is reached on the waitlist. It is extremely important for families to notify the Enrollment Office if any contact information has changed.

Question #2: Transportation: Briefly describe how the school will meet the transportation needs of all of its students, including low-income and at-risk students, students with disabilities, and students who are homeless.

Transportation for low income, at-risk and students with disabilities is managed at the campus level by social workers, case managers and the office manager. They review free and reduced lunch forms, IEPs, 504s and reports from the social work and special education teams to determine the transportation needs of our students. Our campuses provide free public transportations cards, arrange for or reimburse transportation to and from school and afterschool activities to students who qualify.

Question #3: ADA Compliance: The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and requires accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology. Briefly describe the processes the school will implement to ensure ADA compliance.

Noble is diligent about ensuring that existing campuses maintain rigorous compliance with the accessibility requirements of the American Disabilities Act (ADA), while also working to conduct renovations at new facilities or designing new construction to ensure ADA compliance. As we identify facilities for our proposed new campuses, professionals will be brought in to conduct full reviews to

identify any issues that might prevent ADA compliance; such issues will be included in key renovations to prepare the facility for occupancy. Administrative staff at each campus are made aware of such requirements during orientation and training sessions each summer and actively reinforce the need for proper adherence throughout the school year. Additionally, the Network's Facilities Management and Planning Department routinely conducts facilities spot-checks that include a review of life-safety and accessibility compliance at each campus.

Principals and administrators at each school adapt their schedule, class structure, and facilities as necessary to accommodate the needs of individual staff and students. Simply put, accessibility needs are not in any way a deterrent to a full Noble education for any student. Because Noble campuses already meet or exceed ADA requirements, the vast majority of Noble events are inherently accessible and require no special consideration. Still, any event is subject to a change in location for accessibility considerations at the request of a staff member, student, parent, or community member. Requests can be made verbally or in writing to any Noble administrator or campus staff member. Administrators prefer that relocation notices are made at least ten days in advance of an event, but Noble remains committed to satisfying the accessibility needs of any participant even on short notice.

Dimension 3.2: Oversight and Accountability

Section 3.2.a. Governance:

Question #1: Structure: Describe the structure of the governing Board at the proposed school. (If an existing Chicago replicator, describe if/how the structure of the Board will adapt to support the new school/campus.) Identify any proposed Board officer positions, committees, or advisory councils – including those with parent members—and explain their role, planned membership, and reporting structure as they relate to the governing Board and school leadership.

Noble's Board of Directors is fiduciary and advisory in function and focuses their efforts on governing legal and financial matters, while leaving the day-to-day campus operations and educational details to the network and campus leadership. The Board may consist of five to 25 members and will entail Officer positions that include Chairman of the Board, one or more Vice Chairman, and Chief Executive Officer ("CEO"), all of whom will be voting members of the board of directors, and a Chief Financial Officer ("CFO"), a Chief Operating Officer ("COO"), a Treasurer, a Secretary of the Board, all of which are positions that may be held by Noble staff. Noble's Board currently consists for 20 members and will fill vacancies and available positions with individuals to ensure the greatest depth of expertise and broadest representation of skills, backgrounds and communities. As Noble has expanded over the years, new Board members have been strategically added to represent each new Noble campus and the subject matter needs of a growing organization. We will continue this practice with our proposed new schools. Please refer to Noble's by-laws, included in appendix 3.2.a, for details on the specific roles and responsibilities of each member and officer position, committees, board terms and all aspects of board governance.

Question #2: Progress Monitoring: Clearly articulate the procedures that the Board will use to continually monitor academic, financial, operational, and legal compliance metrics. Describe any policies or procedures that will help ensure that Board meetings are conducted in an efficient, timely manner.

To ensure that the Board of Directors is kept abreast of Noble's performance and developments at the network and campus level, Noble's Chief Officers provide briefings at every quarterly Board meeting on their respective departments. These reports include updates on Noble's financial health, fundraising progress, facilities, hiring, and academic performance. Noble's CEO is a Board member and is able to supplement departmental reports with more in-depth updates, answer questions as they arise, provide progress reports on the campuses and ensure that action items approved by the Board are implemented at the network and campus level. Noble's Chief External Affairs Officer is responsible for stewarding Board relationships, and along with Noble's CEO, provides ongoing outreach and updates to Board members outside of quarterly and committee meetings. She meets frequently with the Chairman of the Board to provide more comprehensive updates on all aspects of Noble's operation.

Noble's progress on academic goals and compliance with charter requirements are reviewed at each quarterly meeting by the appropriate department Chief. Should Noble fall short of academic goals and/or compliance, our comprehensive data systems supply us with early knowledge of these shortcomings to give us ample time to adjust and implement change to get progress back on track. Such findings and action plans are presented at the following Board meeting and are adjusted based on Board feedback and recommendations.

Board members receive more in-depth analysis in their committees. In committees they serve a more active advisory function, utilizing their respective expertise to identify and address any potential issues before we are non-compliant. The Chief Financial Officer meets regularly with the Chairman of the Audit and Finance Committee who is actively involved in Noble's budget management and treasury functions. The Chief Operating Officer reports on facilities improvements, construction and our capital plan to the Chair of the Facilities Committee. Our expansion strategy is reviewed regularly by our Board to ensure that we are able to maintain quality while continuing our expansion. The Executive Committee and Board members discuss different strategies based on the demand for more Noble seats and the financial outlook at the network and district level.

Section 3.2.b. Board Composition, Development, and Evaluation

Question #1: Board Experience: CPS expects that by the time of Tier 1 proposal submission, design teams will have identified at a minimum the proposed Board Chair and at least two other directors. CPS strongly encourages applicants to have identified at least one founding Board member with close ties to the proposed community. CPS highly encourages design teams to have identified at least a sufficient number of Board members to comprise a quorum of the Founding Board by the time of submission. Please identify who will fill these roles, as well as any other founding Board members already identified, and discuss their qualifications to serve on a public charter school Board.

Noble maintains an active Board of Directors who have been in existence since our founding fifteen years ago. As such, we come to this process with a full set of policies in place to ensure the continued oversight of our Board as a driver of Noble's work. We maintain a regular meeting schedule, have occupied officer positions, subcommittees and a quorum. The Board is currently comprised of 20 individuals who bring many decades of experience and leadership in business, education, nonprofit management, policy, state administration, entrepreneurship, and law. Members represent each of our existing campuses in addition to others who bring a wealth of knowledge in areas of education, policy and law to inform all aspects of our work. As per the approval of the CPS Office of Innovation and

Incubation, Noble has provided biographies of all Board members in Appendix 3.2.b.1 Board of Directors Bios.

Question #2: Composition: Identify the desired composition of the governing board, including key skills and constituencies that will be represented. (If an existing operator is proposing a new school/campus, describe any additional skillsets that the Board may try to acquire to support the growth and/or any professional development that existing Board members may receive.) *Note: Charter schools are required to describe the nature and extent of parent, professional educator, and community involvement on the Board (105 ILCS 5/27A-7(10)).*

As set forth in the bylaws, members of our Board of Directors will act as advisors for the Noble Network of Charter Schools and utilize their expertise in education, business, non-profit management, law, policy and other areas to guide Noble's work to provide a high quality public education to Chicago's low-income and minority families. Our 20 Board members bring decades of experience from both in and outside of Chicago across many sectors and have been pivotal in directing Noble's continued excellence and growth. The Board of Directors will also ensure that Noble achieves its mission within the parameters of its charter. Directors participate in quarterly meetings, hold officer positions and sit on committees as outlined in the bylaws. Executive level leadership of each department within Noble's network submit summary of their team's work over the past quarter to contribute to a board report that is provided in advance of the upcoming meeting to each member and then reviewed in detail at the meeting. Executive officers also attend Board meetings to provide additional information and answer board questions surrounding their work. Meeting times and meeting minutes are publicly posted on Noble's website and open to parents, educators and members of the public for the purposes of informing and allowing the opportunity to contribute.

Members may be elected or appointed to an officer position for a one year term and are eligible for annual reelection. Officer positions include Chairman of the Board, one or more Vice Chairman, and Chief Executive Officer ("CEO"), all of whom will be voting members of the board of directors, and a Chief Financial Officer ("CFO"), a Chief Operating Officer ("COO"), a Treasurer, a Secretary of the Board, all of which are positions that may be held by Noble staff. The Board of Directors may elect or appoint other officers as deemed necessary. The individual responsibilities of each officer are outlined in detail in our bylaws.

The Board of Directors is also comprised of committees that advise specific aspects of Noble's operation. The Executive Committee is required by the bylaws to be composed of the Chairman of the Board, who will also act as Chairman of the Executive Committee, the Vice Chairman, CEO and any other Director appointed by the Board. The Executive Committee shall meet monthly and as necessary outside of quarterly Board meetings, during which time they have the power to conduct business on Noble's behalf, which must then be reported to the full Board and the next meeting. The Board of Directors will maintain other standing committees including: Audit and Finance Committee, Real Estate and Facilities Committee and the Development and External Relations Committee.

Question #3: Recruitment: Provide a plan and timeline for recruiting a governing board prior to school opening and thereafter that represents the diverse skill sets, experience, and backgrounds required for rigorous school oversight, in particular Board members with skill sets that are not yet represented on the founding Board. Identify any existing relationships with individuals or organizations that the design team can leverage as it develops its founding board.

As stated previously throughout the governance sections of our application, Noble comes to this application process with a fully functioning Board that contains the diverse skill sets, experience, and backgrounds required for rigorous school oversight. Our Board members have provided just that to Noble for well over a decade. A few Board members have been around since our founding and have been pivotal in pushing our continued growth and quality, while maintaining alignment to the mission and vision that Noble was founded on.

Question #4: Selection: Specify the process by which board members have been selected and will be in the future.

Existing members have been selected to the Board based on their expertise, experience, willingness and ability to contribute to our success, and representation of our individual campuses or communities. Further, we have sought and will continue to seek individuals who round out the expertise needed to inform all aspects of Noble's work. As an organization that has demonstrated incredible growth since the founding of our original Noble Street College Prep campus fifteen years ago, the Board has grown to keep pace with the educational, financial, policy, facilities, human capital, programmatic and philanthropic needs of our organization.

Question #5: Transition: Discuss the design team's role in interacting with or participating in the founding Board during the start-up of the school and after school opening. Describe a transition plan and associated timeline as the founding Board becomes the "working" Board.

Not applicable. At the time of our application, Noble has a fully functioning Board.

Question #6: Training: Describe any orientation and ongoing training that Board members will receive, including a timeline for training and topics to be addressed.

Members new to Noble's Board meet with the chairman and Noble's CEO for onboarding meetings that describe Board requirements, structure and expectations prior to their first quarterly Board meeting. The secretary of the Board gathers contact information for new members and shares the by-laws, meetings schedule, conflict of interest policy and other relevant documents when new members informally join the Board in preparation for formal proceedings at the upcoming quarterly meeting where they will be officially voted onto the Board. Upon formal acceptance to the Board, a new Board roster is distributed to all members. New Board members may also meet with their subcommittee chairman directly proceeding or following their first Board meeting to engage new members fully in committee work. Overall, Noble's Board of Directors is fiduciary and advisory in function and focuses their efforts on governing legal and financial matters, while leaving the day-to-day campus operations and educational details to the network and campus leadership.

Question #7: Board Self-Evaluation: Explain how the Board will evaluate its own effectiveness on an ongoing basis. What expectations will there be for board membership and what clear, measurable goals and metrics will the Board utilize to evaluate itself? What actions would trigger removal from the board and what process would guide removal?

There is no formal evaluation or metrics for Noble's Board of Directors; however Board members are accountable to the bylaws of the organization and may chose to leave the Board if a conflict of interest arises or may be excused for breaches of the bylaws. Beyond their roles on subcommittees,

Noble engages Board members on an individual basis to utilize their expertise and networks to support our work on an as-needed basis outside regular Board activities. The Board Chairman, along with key staff within Noble, regularly assess the contributions and participation of each board member and discuss the need for adding, removing, or augmenting board positions.

Section 3.2.c. Board Legal Compliance and Ethics Policies

Question #1: Transparency: Specify where and how frequently the Board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Act and the Freedom of Information Act.

Noble's Board of Directors meets quarterly and meeting dates and times for the year are posted on Noble's website prior to the start of the school year and in advance of the first meeting. Meeting minutes are posted on our website and immediately updated to reflect recent meetings. Notice of upcoming meetings is posted two weeks in advance at all campuses to allow parents to participate and provides the meeting date, time, location and other logistics. Each Board meeting includes a section for public comment at start of meeting to allow guests a chance to voice comments or complaints. Please see Noble's by-laws in section 3.2.a of the appendix for more details around Noble's compliance with the Open Meetings Act and Freedom of Information Act.

Question #2: Ethics Policy: Please provide a draft Ethics Policy for the proposed school's board members, directors, officers, and employees.

Noble has included our Ethics policy with our submission. This policy ensures that Noble employees, officers and members of our Board of Directors adhere to the highest ethical standards in the course of their work for and with Noble. The policy includes a Conflict of Interest policy and Code of Conduct as well as direction on Noble's Ethics Policy has been included in Appendix 3.2.c.2.

Question #3: Conflicts of Interest Policy: Describe how the Board will identify and address conflicts of interest. Please identify any existing actual or perceived conflicts of interest among the proposed founding Board members and explain how the design team/founding Board plans to address them. Include a draft Conflict of Interest policy that establishes safeguards to prohibit any of the proposed school's board members, directors, officers, employees, agents, or family members from having a private interest, direct or indirect, or acquiring any such interest directly or indirectly, which would conflict in any manner with the charter school's performance and obligations under the Charter School Agreement. (Note: the policy may be separate from or included in the Ethics Policy above.)

Noble's Board of Directors maintains a Conflict of Interest policy that is distributed to new members and existing members. The policy states that:

"All Officers and Directors of the Board and Employees of NNCS have an obligation to: 1. Avoid conflicts of interest or the appearance of conflicts, between their personal interests and those of NSCS in dealing with outside entities or individuals. 2. Disclose real and apparent conflicts of interest

to the Board of Directors or its designee. 3. Refrain from participation in any decisions on matters that involve a real conflict of interest or the appearance of conflict.”

Noble’s Board members currently do not have any known conflicts of interest. Our Board members are very engaged in Chicago’s business, leadership and philanthropy and are careful to avoid conflicts. As a result, we have a recent vacancy due to a conflict of interest which the Board member identified, notified the Chairman of and thus proceeded to resign from the Board. Please reference Noble’s Conflict of Interest Policy included in appendix 3.2.b for full detail on identifying, addressing and mitigating perceived or actual conflicts of interest among Board members, directors, officers, employees and others individuals affiliated with Noble.

Section 3.2.d. Accountability

Question #1: Organizational Chart: Provide a narrative description of an attached comprehensive organizational chart, which should clearly describe the lines of authority and reporting structure of the school leadership, and any school advisory bodies (if applicable) to the governing board. Explain the rationale for this proposed structure.

Noble’s Board of Directors oversees the management of Noble’s Superintendent and CEO, Michael Milkie. The board includes key committees for organizational support and oversight (Executive, Finance, Facilities, and External Affairs). As a growing organization, Noble understands the need for added leadership capacity at the senior level and is in the midst of moving more of the day-to-day management from the CEO as we continue growth in Chicago. We have begun a two-year restructuring to meet the needs that growth brings. This year, Assistant Superintendent Eric Thomas took on management of all Chief-Level network staff (Chief Financial Officer, Chief Academic Officer, Chief Operating Officer, etc.) and is charged with managing the support of campuses and growth planning for the organization. We also plan to add a senior-level leader who will begin managing all Principals in 2015-16. The current organizational chart reflects the mid-point of those moves: consolidating “central office” leadership under Mr. Thomas and moving Principal management from Mr. Milkie to a new senior leader in the coming months.

Question #2: School Leader Evaluation: How will the Board hold network (if applicable) and school leader(s) accountable for school performance?

As previously stated in question 2.2.b.4, Noble principals are supervised and evaluated by Noble’s Superintendent and CEO and the Assistant Superintendent on a variety of metrics focusing on student academics and behavior, culture, staff performance and retention. All principals have annual performance reviews with Noble’s Superintendent and Assistant Superintendent during which they review these metrics, give feedback, and make adjustments and personnel decisions accordingly. Further, principals are not only evaluated against historic performance for their campus, but also against average network performance on the same metrics to ensure that all Noble campuses maintain high quality with limited variance between our highest and lowest performers. Our Superintendent/CEO presents campus results to the Board at each quarterly meeting, along with Noble’s Chief Officers who provide briefings meeting on their respective departments. These reports include updates on Noble’s financial health, fundraising progress, facilities, hiring, and academic performance and often detail on campus-specific performance.

Domain 4: Economic Soundness

Section 4.1.a. Financial Forms and Budget Narrative

Q. Complete the budget workbook. Instructions are provided on the first tab of the budget workbook. Include a budget narrative that summarizes the budget and describes how the budget reflects the mission, vision, education plan, and overall strategic development of the proposed school. Discuss how resources will be used to support identified school priorities, including any changes in that allocation over the first five years of the school's existence.

Please reference Appendix 4.1.a for the budget template and Budget Narrative.

Section 4.1.b. Development Plan

Q. Discuss additional revenue needed to maintain financial viability over the five-year contract, including assumptions behind the calculation of need. Please identify existing relationships with potential funders, indicate current levels of interest, and articulate contingency plans in the event that development goals are not realized.

Noble is operationally sustainable on public funds. However, to support our expansion plans, we will need additional revenue to pay for capital expenditures so that we can build and/or renovate buildings to make them a safe, accessible and legally compliant environment to accommodate the varying needs of our students. Noble's goal is to fundraise about 75 percent of the cost to renovate private leased and CPS facilities and construct new buildings. This is based on our current financial plan and historical costs to renovate and build facilities.

Noble's External Affairs Department works to secure philanthropic dollars to cover the capital investments in our facilities thereby allowing per-pupil funding to go towards operational and programmatic expenses. External Affairs works hard to maintain a strong portfolio of supporters, including major donors, to support our ongoing growth and financial health. We carefully review the likelihood of a funder to commit to each project along with budget projections. Given the significance of their contributions, we protect the privacy of our identified donors until new campuses have received all necessary approvals from our authorizer and a facility has been procured. In most of the cases, we already have a donor commitment before we move forward with any new facility project. In the case of Noble's three proposed campuses, we already have commitments for two campuses and are in conversation with the likely donor for the third campus. If development goals are not met, we turn to other sources of funding such as short-term debt.

Dimension 4.2: Financial Controls and Monitoring

Section 4.2.a. Financial Controls and Monitoring

Q. Describe the policies and procedures that the proposed school and Board will utilize to sustain financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds. How will the Board receive updates and monitor the school's financial position? Who is responsible for directly managing and overseeing the school's budget?

The financial health of the organization is maintained through routine financial statement preparation, budget to actual analysis and appropriate internal controls. Maintenance of segregation of duties over receipts, disbursements, capitalization of fixed assets, recording of debt and related interest expense, preparation of journal entries and financial statements is built into the monthly department procedures. Accounting and accounts payable staff are responsible for entering information into our accounting software, the senior accountant and Controller review details along with supporting documentation. Financial statements are produced by the Controller and Director of Financial Planning and Analysis (FP&A) within 10 business days after the month end and given to the Chief Financial Officer (CFO) for review. The controller and CFO review for accuracy and completeness. Financial statements, along with budget to actual analysis are prepared by the Director of FP&A on a monthly basis and given to principals and Chief Executive Officer for review. All significant variances are identified and explained in the analysis. Director of FP&A reviews analysis with the CFO for final approval. Monthly financial variance analysis explanations are consolidated into our year ending report to provide a thorough and detailed report. On a quarterly basis, financial statements, along with the budget-to-actual analysis reporting, are given to the Audit and Finance Committee of the Board of Directors.

The budget is prepared on an annual basis. It is managed by the Director of Financial Planning and Analysis with input from each campus principal using parameters approved by the CFO, CEO and Assistant Superintendent. Each principal monitors their results compared to budget and expected to carry out their annual plan. The Director of Financial Planning & Analysis along with the CEO work closely with each principal to ensure monthly results are on track with the annual budget.

A detailed list of requirements by regulators and funders is kept by the Network Compliance Manager. Requirements include audited financial statements, internal quarterly financial reports and/or monthly financial reports. When a requirement is due, the Network Compliance Manager informs the Finance Department of approaching deadlines. The Accountants are responsible for submitting all documents and/or financial reports to the Contract & Compliance Manager for timely submission to all regulators, funders and others.

The annual audit and Form 990 is prepared by independent auditors Ostrow Reisin Berk & Abrams, Ltd. Accounting staff and CFO provide all information necessary for the completion of the financial statement audit and the Form 990. The controller and CFO review the financial statements, along with supporting footnote disclosures. The CFO signs the Form 990 and it is posted on GuideStar.Com for public access.

Dimension 4.3: Facilities

Section 4.3.a. Facility Option(s)

Question #1: Space Requirements: Provide an overview of the space requirements needed to successfully implement the proposed school model, including a description of how the proposed site will need to evolve to support the school as it grows.

The most significant challenge to Noble's growth is our ability to secure new facilities. The challenge is not simply in finding a location that can be turned into a school, but in finding a location that best meets the needs of Chicago families. Schools are the cornerstones of the city's neighborhoods,

so we are vigilant in our assessment process and respectful of the enduring impact our decisions have on Chicago. The site selection process is therefore rigorous, dynamic, and deeply committed to making sure that a new Noble school will complement and enhance the community it serves. With this in mind, Noble is currently assessing possible locations for the three schools we are applying to open for the 2016-17 school year. We have yet to identify the exact locations but are confident that our site selection process will yield three addresses over the coming months.

With regard to our space requirements and as is indicative of our 16 existing high schools and one middle school, there is no “typical” Noble school building. While all of our schools are relatively modest structures that are efficient to build and maintain, they do reflect our ability to make the highest and best use of many different kinds and sizes of spaces. For example, we have four high schools in converted Archdiocesan elementary schools and six in CPS buildings, as well as one in a converted downtown office space and one in a former lumberyard. Furthermore, the interior space for our sites ranges from 38,000 square feet at our smallest to 115,000 square feet at our largest with an average size of 59,000 square feet across all of our schools. This variation in design and size speaks to our organization’s creativity around space planning, as well as our desire to first identify communities of need and then to find locations that can function as schools in these communities (i.e., we lead with the need).

Our space requirements for the three new schools are therefore fairly broad and unrestrictive. There are however baseline needs that must be accommodated to support our enrollment projections for these schools. Generally each school must be at least 55,000 square feet and be able to accommodate 27 or more classrooms. The location must also have at least one large interior space that can be used for dining, fitness, and assembly. Beyond these mandatory needs, we would like each location to also have a gymnasium and onsite outdoor green space (or be in close proximity to a public park).

Our current search is focused on private facilities, but we would appreciate the opportunity to work with the district and the city on public options that can meet our needs for one or more new Noble schools. In parallel with these discussions, we will continue our search for private sites and provide the district with information on the locations as soon as it materializes.

Question #2: School Site(s): Provide an overview of each proposed site and include the following supporting materials:

- i. The address and a general description of the property, including its current owner and previous use.
- ii. An Inspecting Architect’s Report completed by a CPS-approved architect.
- iii. An ADA Compliance Report completed by a CPS-approved architect.
- iv. If the property is not currently ADA compliant, a plan for bringing the building into compliance.
- v. Evidence that the site is or will be secured (Letter of Intent or Memorandum of Understanding) and a description of your design team’s plan to meet lease or purchase requirements.
- vi. A plan detailing how rehabilitation work will address issues raised by the architect, meet applicable building codes, and support the proposed school’s educational program, including:
 - a. The scope of work to be completed;
 - b. A description of persons/managing parties responsible for project management and related qualifications;

- c. A project timeline for any necessary renovations; and
- d. A completed Sources and Uses of Funds Report for facility development and the planned funding mechanism to cover projected costs.

Noble is unable to provide these items at this time as we have not secured sites for our three proposed campuses and cannot provide the specifics requested in this question. However, we continue our rigorous search to identify appropriate facilities in communities of high need that will serve the needs of our students and academic model. We are happy to provide updates over the summer in advance of Tier II materials as our progress permits.

Question #3: Facility Plan: Describe the plan to secure and update (if applicable) an appropriate facility in time for school opening.

As we have said, the most significant challenge to Noble's growth is our ability to secure new facilities. The challenge is not simply in finding a location that can be turned into a school, but in finding a location that best meets the needs of Chicago families. Schools are the cornerstones of the city's neighborhoods, so we are vigilant in our assessment process and respectful of the enduring impact our decisions have on Chicago. The site selection process is therefore rigorous, dynamic, and deeply committed to making sure that a new Noble school will complement and improve the community it serves. This is reflected in our existing campuses. Our portfolio includes facilities that we rent from CPS, the Archdiocese of Chicago, private renters, and colocations, buildings we own and buildings we have also constructed. This portfolio has given us a depth of experience in understanding the financial, space and preparation ramifications of many different types of facilities options for our schools.

With this in mind, Noble is currently assessing a variety of possible locations for the three schools we are applying to open for the 2016-17 school year. The assessment considers variables such as the need for a new high school in the community as well as the operating and capital funds required to open and sustain a school at each possible location. We have yet to identify the exact locations but are confident that our site selection process will yield three addresses over the coming months.

Noble is unable to provide a timeline specific for each facility, however, we have 15 years of experience procuring or building facilities and ensuring they are ready for occupation by their opening date. More specifically, we expect to have our locations finalized by August 2015 and be prepared to submit all necessary information to the district by that time. If we progress at this pace, we expect to open two of three new schools in August 2016 without the need for an incubation site. The third school, which may be a new construction project, will also open in August 2016 but may require an option for incubation.

Domain 5: Management Organizations (MOs)

Section 5.1.a. Historical Performance

Question #1: Model Non-Negotiables: If proposing to provide academic services, what are the key non-negotiables of the MO's school model (i.e. the key school design components, policies, practices, etc.) that underlie school culture and academic outcomes? Discuss any school-level autonomies in implementing the educational plan. Explain how these non-negotiables align with the proposed school's mission.

Noble does and has not employed a management organization (MO) for the oversight of any of our campuses in our 15 year history. However, there are non-negotiables for our model that we are willing to share outside of the context of the specifics of the question about MOs. Noble has successfully expanded our network while improving academic performance because of our flat, autonomous model. Strong leaders with significant autonomy, coupled with clear accountability and a student centered atmosphere informed by relevant and current data, is the foundation of Noble.

Principals and teachers are given a high degree of autonomy, and in return, they are held accountable for student academic growth and important cultural elements that we know are crucial to students' success. Campuses are given control of their budget, hiring decisions, staffing mix and compensation, recruitment efforts, instructional resources, and curriculum. This gives our campus leaders the flexibility to respond to the unique needs of their students within the framework of Noble's model. Our teachers are also provided with autonomy and have the freedom to choose the academic programs, materials and resources they use to teach their subject as long as they stay within the network's pacing plans and curriculum maps. Teachers receive meaningful professional development and support to strengthen their effectiveness. Through quarterly network-wide professional development days, our teachers analyze their results and share best-practices with peers to continually improve instruction. By supporting teachers to be more effective in the classroom, we enhance the quality of our instruction and the outcomes for our students.

The programs that are mandated at the network level are few; our non-negotiables include: adherence to the Staff Handbook and Student & Parent Handbook which define the elements of our culture (dress code, discipline, academic expectations, etc.), hiring procedures and guidelines, school year calendar, school schedule requirements, interim assessments, promotion requirements (academic, enrichment, and wellness), finance procedures and guidelines (paperwork, credit card policies, etc.), and other network administrative procedures. Because effective replication of Noble's culture is key to the success of every new campus, the cultural aspects of each campus are audited weekly to ensure compliance and implementation of the Noble model. These audit results are shared with campus leadership to provide the opportunity for change and tightened practices where they are found to be lacking.

Question #2: Historical Financial and Operational Performance: Please specify whether any of the schools under the MO's management are on fiscal probation. Please list any current or past litigation, including arbitration proceedings, that has involved the MO. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation. Please note any instances in which the MO has had their contract terminated, has voluntarily closed a school, or has not been renewed by their authorizer for non-academic reasons. Please cite any non-openings that the MO has experienced. Describe the circumstances surrounding these incidents.

Not applicable as Noble does not use a management organization. All schools and our network are in good standing with our authorizer and not at risk of closure or on fiscal probation.

Question #3: Interventions: Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed; how were appropriate intervention(s)

determined; and how were/are the interventions (being) implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

Noble's wealth of data across many metrics provides evidence of performance on academic, behavioral, demographic and cultural benchmarks for every Noble campus. Noble's quarterly interim assessments and other metrics tracked by our data dashboards are a key tool for intervention at all levels because they provide regular data to measure progress against benchmarks. Principals are regularly evaluated on their campus' performance along standardized indicators of success and their progress is reviewed in depth annually. These indicators currently include: Explore, Plan, ACT and 3-year cohort EPAS growth; college matriculation, persistence, and graduation; daily student attendance; student retention; campus culture audits, staff retention, and making Noble better. If the performance of a specific campus has fallen short of Noble's rigorous academic goals, the campus is issued a warning. If the campus is unable to make reasonable progress against their warning, the network will step in to provide more targeted supports and intervention. Principals will work directly with Noble's Chief Academic Officer, Superintendent, Assistant Superintendent and other key leadership to diagnose the problem and establish a plan of action to achieve desired change. For campuses failing to meet performance goals, principals have requested that diagnostic teams composed of their peers conduct in-depth observations of their troubled areas as an alternative means to diagnose problems and share best-practices. If a campus has been on probation repeatedly and failed to correct issues or make reasonable progress, the leadership will be held accountable and likely replaced. Campus leadership has experienced intervention and some subsequent replacement previously due mainly to academic performance and repeated failure to meet network academic goals and growth. Noble has replaced three principals for such reasons over its 15 year history. Replacement and interim principals at these campuses work with network leadership to implement directive plans and often significant structural and curricular changes accompany such a transition.

Section 5.1.b. Strategic Plan

Question #1: Readiness to Replicate: What academic, financial, and operational metrics do the organization and its Board of Directors use to determine readiness for replication? How would the organization's growth strategy be modified if these benchmarks were not met?

Noble's Board of Directors looks to a number of criteria and data points to determine our organization's readiness for further replication. Many of these criteria have been found over Noble's fifteen year history to be key to our past success, and others will safeguard our future organizational health given our current size and state. If criteria are not met, our Board will evaluate our current situation and work to address the metrics not meeting expectations. They will work with our network leadership to get these metrics on track before proceeding. As set forth in our Strategic Plan 2020 to guide Noble through the next five years, our Board has approved the "green lighting" measures to determine our readiness to replicate. Please see the Green Lighting Criteria in Appendix 5.1.b.1 for details. Among the things they consider are:

- Culture: Given that this is key to Noble's success, is the Noble culture strong across our network? Have our existing campuses received high culture scores in the recent past?
- Academic performance: has Noble maintained the tight consistency and high quality of results across all campuses?
- Talent: Can we retain quality staff and identify enough new candidates to meet our growing staffing needs? Do we have access to a large enough pool of high quality campus leadership and teacher candidates to build the staff for a new campus?
- Demand: Is there a healthy demand from Chicago's families to meet enrollment targets?

- Student Population: Will Noble remain consistent with its mission to serve low-income students and families by serving a high percentage of these students?
- Financial Position: What is Noble’s overall financial picture and do we have the resources to support our growth?
- Facilities: Can Noble get access to feasible locations and facilities for new campuses?
- Legislative Climate: Do the district, city and state officials support continued expansion of our program?

Question #2: Growth Rate and Rationale: Please describe the organization’s proposed scope of growth over the next 5 years in Chicago and in any other locations (including number of schools, locations, opening years, proposed five-year enrollment projections, and type of schools). Please list any other proposals that are pending with other authorizers or have been recently approved to open new schools; cite the number of schools/campuses requested in each proposal.

Our vision for the next five years is to scale our model with quality. We are committed to the continued academic improvement and success of our campuses and strive to demonstrate best-in-industry performance across our academic, college and health and fitness programs. As we scale, our growth will focus on communities of greatest need. We have not yet identified specific locations for any campuses above and beyond those included in our current application. Closing the gap between Chicago’s affluent and disadvantaged students continues to remain a challenge, yet Noble has a model that gets results and a history of success. This success is what drives the demand for a Noble education among families in greatest need of a quality public high school education for their children. Noble will continue to only focus our growth in Chicago over the next five years and we do not have any proposals pending with other authorizers, nor do we have any recently approved new schools.

Dimension 5.2: Overview of Management Organization (MO) Relationship

Section 5.2.a. Selection

Q. Discuss the criteria that the design team used to select the MO and the due diligence that was conducted on the MO prior to submission of the proposal. Describe how the services and responsibilities that will be provided by the organization will further the mission, vision, and goals of the proposed school.

Not applicable. Noble does not contract a management organization to run our schools.

Section 5.2.b. Scope of Services

Q. Specify the decisions and services for which the MO will be responsible. Clearly state the compensation structure and/or fees that the proposed school will pay to the MO. Explain whether the MO has a role in selecting the school leader, who employs the school leader, and whether the school leader reports to the MO.

Not applicable. Noble does not contract a management organization to run our schools.

Section 5.2.c. Monitoring

Q. Describe how the proposed Board will monitor and evaluate the performance of the MO to ensure quality service. What are the academic, operational, and/or financial performance metrics that the Board will examine to evaluate MO performance? With what frequency will the Board monitor these metrics? What benchmarks will define successful MO performance? What are the consequences if these benchmarks are not met? Please describe conditions for renewal and termination of the contract.

Not applicable. Noble does not contract a management organization to run our schools.