International School of Languages

Table of Contents

Appendices

Appendix A: Section 1.3a Evidence of Support from Key Community Stakeholders (Support Letters)

Appendix B: Section 2.3.b Curriculum (K-8 Curricula)

Appendix C: Section 2.4.a Recruitment and Staffing (Leadership Team Responsibilities)

Appendix D: Section 2.4.a Recruitment and Staffing (Organizational Chart)

Appendix E: Section 2.4.a Recruitment and Staffing (Staffing Chart)

Appendix F: Section 3.2.b Board Composition, Development, and Evaluation (Resumes)

Appendix G: Section 3.2.b Board Composition, Development, and Education (Board Members Statement of Economic Interest)

Appendix H: Section 3.2.c Board Legal Compliance and Ethics Policies (Illinois Educator Code of Ethics)

Appendix I: Section 3.2.c Board Legal Compliance and Ethics Policies (Draft Adopted Conflict of Interest Policy)

Appendix J: Section 3.2.c Board Legal Compliance and Ethics Policies (Board Organization Chart)

International School of Languages

International School of Languages

Domain 1 – Parent and Community Engagement:

Dimension 1.1: Understanding the Community

Question #1: Boundaries—What are the possible location(s) of the proposed school(s)? What is the student recruitment boundary for each of the proposed school(s) and the targeted communit(ies)within it?

The International School of Languages (ISL) has researched two sites as potential locations for the school. Both sites are located within the Bronzeville/Douglas community, which is on the south side of Chicago; the addresses are 4920 S. King Drive and 4610 S. Prairie. Given the location of both sites, the proposed school recruitment boundaries are 51st Cottage Grove to 51st State northwest to 43rd Wabash.

Question #2: Profile—Please provide the following information about the neighborhood(s) 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; and Unemployment rate

The following matrix identifies the demographic information for the proposed neighborhoods, Bronzeville, Douglas and Hyde Park[1]:

Demographics for Zip Code 60615	
Total Residents	30,019
School Age Children	3,544
Education Attainment HS or <	4,793 or <
HS Graduation	10,557
Bachelor Degree	5,939
Graduate Degree	8,353
Median Family Income	$38,604
Median Housing Cost	$108,000
Unemployment Rate	3,897

---

[1] All demographic data was obtained from city-data.com, which collects data from numerous sources.

Demographics for Zip Code 60653	
Total Residents	30,019
School Age Children	4,869
Education Attainment HS or <	7,095 or <
HS Graduation	9,008
Bachelor Degree	2,178
Graduate Degree	960
Median Family Income	$49,563
Median Housing Cost	$75,000
Unemployment Rate	2,975

Demographics for Zip Code 60615	
Total Residents	49,786
School Age Children	6,680
Education Attainment HS or <	8,807 or <
HS Graduation	14,486
Bachelor Degree	5,036
Graduate Degree	4,553
Median Family Income	$27,795
Median Housing Cost	$92,000
Unemployment Rate	3,897

Question #3: History—Please provide a brief historical overview of the neighborhood(s) within the proposed recruitment boundary. Include information that your design team believes is important to understand when seeking

Many Design Team members reside it target community, participate in community outreach programs, and received employment from the Chicago Public Schools or charter schools served. Their personnel knowledge of the community, recent school closings, over crowed school, and their personal desire to enhance the community serve as the rationale for opening a trilingual immersion school in the target community.

The three Chicago neighborhoods are Bronzeville, located within the Douglas community, and the northwestern area of Hyde Park. These

neighborhoods have rich histories for African-Americans. Douglas and Hyde Park communities are noted for their rich artistic cultural heritage. However, currently the areas need immediate revitalization. The blighted neighborhood conditions and high crime rate have resulted in fewer businesses and absentee property owners who neglect to maintain their property.

Within the last few years, four schools within the target area have closed and shifted to students to surrounding schools in the area. The Design Team members believe parents would like their child or children to attend a high quality neighborhood school that will prepare them for our globally shrinking world as well as college.

> Question #4: Community Network—Which members of the design team and/or proposed founding Board members have ties to the targeted communit(ies) within the recruitment boundary? When first planning to conduct outreach in the targeted communit(ies), with whom did the design team connect to enhance its understanding of the communit(ies) 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 communit(ies)?

Currently, there is one founding board members who resides within the recruitment boundaries and two who volunteer in the recruitment areas. Members of the Design Team reach out to parents at informal meetings, and interview parents and students during neighborhood children centered activities. Design Team members visited Namamste Charter School that offers a Spanish immersion curriculum. During the visit, they observed that 85% of the students are of Hispanic origins and 30% were English learners.

> Question #5: Assets and Needs—What are some of the existing assets within the targeted communit(ies)? 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?

According to the Chicago Community Trust, "*Chicago Neighborhoods 2015: Assets, Plans and Trends – A project of The Chicago Community Trust*",[2] the Bronzeville neighborhood is experiencing a rebirth primarily

---

[2] http://www.cct.org/sites/cct.org/files/CN2015AssetsBronzevilleSouthLakefront.pdf

because of the availability of vacant land and buildings in need of redevelopment. Redevelopment projects include the following: historic structures; mixed-use developments; grounding breaking for the full-service Mariano's grocery store; new athletic facilities, i.e., 51st and State tennis facility; Tax Increment Financing assistance for the development of an Art and Rec Center on 35th Street and Cottage Grove. Of course, the primary anchor in Hyde Park is the University of Chicago University of Chicago and Medical Center campus.

In spite of the rebirth of neighborhood assets in Bronzeville, Douglas, and Hype Park, the neighborhoods have many challenges. Community members understand the importance of prepare young learner for a global society. The lack of knowledge of other languages limits the possibility of competing international. The Design Team members researched the schools in the recruitment areas and identified a void of foreign language curriculum in many schools. The proposed ISL will be the first to offer a trilingual curriculum to students whose first language is English. ISL will seek support from the University of Chicago foreign language clubs to provide additional support of developing the students' language skills.

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?

Currently, the community does have any schools that mirror the proposed trilingual language immers*ion* model, which prepare students for a global platform. Residents are excited to have a trilingual school that is not tuition based, as well as the opportunity to learn three languages during their educational journey.

The Inter-American Magnet School (IAMS), which is a Chicago Public School, serves approximately 700, is located on the north side of Chicago. As a Dual Language Program, IAMS uses the *additive bilingual model* based on best practice research for dual-language instruction.

The language immersion model of education, proposed for ISL, uses a language other than English for at least 50% of the school day for subject area instruction. CARLA, Center for Advanced Research on Language Acquisition at the University of Minnesota, is one of the U.S. Department of Education Title VI funded projects that has conducted extensive research to improve and increase schools' capacity for foreign language instruction.[3] Not only does CARLA provide ongoing research for language immersion instruction best practices, it also provides professional development and educational resources for language immersion schools. ISL will utilize CARLA as a resource for professional development, summer institutes, and immersion conferences.

> 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 communit(ies)? How will the proposed school(s) contribute to the existing assets in the targeted communit(ies) and help meet educational and support needs?

ISL is a great fit for the community because the proposed trilingual curriculum will provide a unique alternative for the target communities, and the communities are void of public schools that offers trilingual or dual language curriculum. ISL proposes a curriculum that will develop an enriched educational experience that is necessary for college and beyond. ISL will utilize the community assets to bring a national and international spotlight to Bronzeville, Douglas and Hyde Park communities.

> **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 facilit(ies).

---

[3] http://www.carla.umn.edu/index.html

International School of Languages

Community members and neighborhood business received information about the proposed school. Communication connections included verbal meetings with owners, managers, directors, .and the 4th Ward Newsletter. The listed below identifies contacted businesses by date were applicable:

Table 1: Businesses Contacted by Meeting Date

Business	Meeting Date
H dog, 4655 S. King Dr.	3/4/15
Peaches Restaurant, 4652 S King Dr.	3/4/15
Baba's famous Steak & Lemonade	3/12/15
Wesley's Shoe Corral, 1506 E 55th	3/12/15
Rainbow Grand Boulevard Plaza	
New Age Furniture, 4238 Cottage Grove	
Bronzeville Properties, 4823 S. Langley	2/27/15
Villa, 306 E 47th Street	2/27/15
Brite New Mind Daycare 1 & 2, 118 E 51st Street	2/25/15
Maggie Drummond Preschool, 4308 S. Wabash	2/19
Sandra Edwards of Coldwell Banker, 1314 e 47th	2/27
Fathers, Family, Health Communities, Dawson Skill Center	2/19
D'Estee, Inc. 45th & King Drive	2/20/15 & 3/20/1520
Bright Minds Center	2/9/15

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; and Sending formal notification of the proposed school either by email or letter.

A Design Team member met with the following elected officials:

- Requested a meeting with ████████████ , however, the meeting was with ██████████ , the Education Coordinator on January 22, 2015 at 1:15 pm.

- Sent emails to ███████████████████████ and ██████
  ████████████████████.

> 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.

The Design Team has met with the religious leaders of Liberty Church,
Corpus Christi Catholic Church and Metropolitan Church to discuss the
proposed school's vision. Brite Minds Centers, BABA restaurant, and
an Allstate agent were informed of the proposed school vision.
Section 1.2.a on page 6 also includes a list of who received
information regarding the proposed school's mission and vision.

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.

Not applicable.

> 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?

Members of the Design Team conducted on the ground outreach at parks
within the target boundaries, and met groups of children at library-
based functions. Three members of the Design Team, as well as
volunteers, spoke with residents about the possible opening of a
trilingual school and the benefits of an international education. We
asked the following questions:

- Do you feel there are enough schools within the Bronzeville, Hyde Park and
  Douglas areas?
- Of the schools in the area, how many teach a foreign language(s)?
- Do you feel it is important to know more than one language?
- If there were a school in your neighborhood that offered a tuition free
  trilingual curriculum would you enroll your child or children?

- Would you like to learn a foreign language so that you can communicate with your child or children?

> Question #3: Feedback—In your design team's interactions with elected official 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?

After speaking with parents, community member, community organizations, and business, their reactions to a trilingual curriculum was surprising. Most were receptive because they have not heard of a trilingual education. They also felt it was a wonderful idea to have a trilingual model school in the area because of the growth the community is undergoing. Some felt, having ISL would bring new families to the area. We were also told having another school would elevate some of the overcrowded schools in the area.

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 communit(ies)? 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.

Included in Appendix A are letters of support. One is from ███████ ████████████, ██ located in the Bronzeville community. He believes the proposed ISL School will support his target population, help change the narrative about the Bronzeville community, and enhance intellectual growth and development. The other letter of support is for ████████████ a Hyde Park resident. The other letter of support is from Lutitia Lewis who resides in the Hyde Park community.[4]

> 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.

---

[4] Letters of Support from ██ ████████, community resident

This is a work in progress. Our verbal responses have been great, but we have not received formal commitments.

> Question #3: Elected Officials—List any elected officials who support the proposed school.

Not applicable.

> Question #4: Community Organizations, Businesses, and Leaders—List organizations, businesses, or leaders in the targeted communit(ies)(required) or citywide 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.

Section 1.2.a., page 6, includes a list of businesses contacted about the proposed school. The Design Team will continue to solicit additional letters of support. Below is the table with a column added to identify proposed school support:

Table 2: Business Contacted and Support Status

Business	Meeting Date	Support
H dog, 4655 S. King Dr.	3/4/15	
Peaches Restaurant, 4652 S King Dr.	3/4/15	
Baba's famous Steak & Lemonade	3/12/15	
Wesley's Shoe Corral, 1506 E 55th	3/12/15	
Rainbow Grand Boulevard Plaza		
New Age Furniture, 4238 Cottage Grove		
Bronzeville Properties, 4823 S. Langley	2/27/15	yes
Villa, 306 E 47th Street	2/27/15	
Brite New Mind Daycare 1 & 2, 118 E 51st Street		
Maggie Drummond Preschool, 4308 S. Wabash	2/19	
Sandra Edwards of Coldwell Banker, 1314 e 47th	2/27	
Fathers, Family, Health Communities, Dawson Skill Center	2/19	yes
D'Estee, Inc. 45th & King Drive	2/20/15 & 3/20/1520	
Bright Minds Center		

Section 1.3.b. Risk Factors

> 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?

All verbal responses about the proposed school received from community stakeholders have been positive. No one expressed any opposition to the school.

Dimension 1.4: Continued Parent and Community Engagement

Section 1.4.a. Continued Outreach Prior to School Opening

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

The design team will continue to canvas the community, speak at community functions, distribute flyers, create a website, post updates on social media and convene informational meetings.

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?

The Design Team will invite parents and community members to submit an application to become members of the Board of Directors. Parents and community member(s) will have the same rights as any other member of the Board. The Board will maintain an open-door policy to allow parents and community members to voice their concerns or identify accomplishments. In addition, regularly published newsletters and a secure Web site will be created with a designated secure area for parents and community members to send messages to Board members, school Director and teachers.

Question #2: Partnerships—Describe the coalition of partners and collaborators that your design team has formed in the targeted communit(ies) 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 citywide 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.

Not applicable

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?

The Design Team will develop a comprehensive outreach plan to solicit community members and college students from the University of Chicago to volunteer their services. ISL will offer afterschool and Saturday foreign language and fine arts classes for families and community members. This will allow the Design Team to market the school's mission and vision beyond the regular school day.

Domain 2: Academic Capacity

Dimension 2.1: Mission, Vision, and Culture

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.

The mission of the International School of Languages (ISL) recognizes the individuality of all children, and the need to provide a loving nurturing environment for students to achieve their maximum potential. ISL will emphasize an appreciation of other languages and cultures by exposing students to a rigorous trilingual immersion language curriculum with international exposure when their minds are developmentally best to acquire three languages. Students will be equipped with the skills necessary to pursue college admission, global awareness and international careers.

The Design Team envisions students reading, speaking, and writing fluently in four languages (English—first language, Spanish, French

and Italian—second languages) by the 8th grade. All core and non-core subjects will be taught in one of the languages, by grade-level, which includes reading/language arts, mathematics, science, social studies, music, art and dance. Each student will work at his or her own pace, in an environment where students develop the love/joy of learning and appreciation of other cultures. Not only do we want to develop global leaders, we want to produce healthy, physically fit and emotional leaders. Initially, the International School of Language enrollment plan is to begin with kindergarten through 1st grade. The Design Team also proposes to add an additional grade level every year.

> 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.

The educational philosophy of ISL is that children are unique and can strive in an educational environment that is secure and caring. Design Team members believe the entire school culture must support students' social, emotional, intellectual, and physical fitness development. It is the responsibility of all instructional leaders to help students achieve their fullest potential in a safe, open minded and risk taking environment. To accommodate the needs of individual students, instructional leaders must model best practice learning strategies by using a variety of learning strategies, such as, Cooperative Learning, Small Group and Individualized Instruction, Differentiated Instruction, Read Aloud/Think Aloud, etc.

Equally important is the integration of core subjects to promote self-discovery and mutual respect for others. According to John Hopkins School of Education, "people who take the initiative in learning, learn more things and learn better than people who sit at the feet of a teachers passively waiting to be taught."[5] ArtsEdge advocates Arts

---

[5]John Hopkins School of Education "Thoughts of Self-Directed learning in Medical Schools; Making Students More Responsible.

International School of Languages

Integration and 21st Century skills; students develop dual content knowledge in both art form and curriculum, as well as develop skills in communication, collaboration, creativity and critical thinking. [6]

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?

ISL will provide a safe, physical and emotional environment that will foster positive ethnic, cultural and linguistic diversity. Students, parents, teachers, staff, administration and volunteers will support the policies that govern how ISL operates. Relationships among all stakeholders will consist of trust, respect and appreciation. Miscues will be used as lessons learned and growing opportunities for students and teachers. The school's motto will be posted throughout the school, so that everyone that enters ISL can abide and understand our expectations. Students, parents and family members will sign a contract pertaining to the mission, vision, behavior expectations and educational plan for ISL.

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?

ISL students will be exposed to various colleges and universities throughout the world to support their global awareness and readiness. The students will interact with college students to understand the expectations and determination necessary to attend and graduate from college. The administration will assist teachers in implementing the necessary tools to support college readiness.

---

[6]ArtsEdge, Kennedy Center Arts Integration and the 21st Century Skills

> 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.

Not applicable

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

Per the demographics of the recruitment boundaries, ISL anticipates students who need social, emotional and physical health nurturing. According to the City of Chicago Data Portal[7], the overall health of the Douglas Community, which includes Bronzeville, and the Hyde Park Community have dire health, social and physical health needs. "The indicators are rates, percent, or other measures related to, mortality, infectious disease, lead poisoning …"
The following matrix from the City of Chicago Data Portal, exemplifies health and social statistics for the target communities.

Table 3: Douglas and Hyde Park Social and Health Statics

Douglas (Bronzeville)		Hyde Park	
Prenatal Care Beginning in First Trimester	76	Prenatal Care Beginning in First Trimester	80.3
Teen Birth Rate	34.2	Teen Birth Rate	7.6
Assault (Homicide)	13.6	Assault (Homicide)	5.8
Birth Rate	10.3	Birth Rate	97
Breast cancer in females	34.3	Breast cancer in females	33.6
Cancer (All Sites)	269.9	Cancer (All Sites)	144
Childhood Blood Lead Level Screening	482.2	Childhood Blood Lead Level Screening	369
Childhood Lead Poisoni00ng	0	Childhood Lead Poisoning	0
Colorectal Cancer	33.2	Colorectal Cancer	11.7
Dependency	31	Dependency	26.7
Diabetes-related	119.1	Diabetes-related	34
Firearm-related	9.1	Firearm-related	5
General Fertility Rate	42.2	General Fertility Rate	33.9
Gonorrhea in Females	1063.3	Gonorrhea in Females	216
Gonorrhea in Males	727.4	Gonorrhea in Males	168.4
Infant Mortality Rate	13.4	Infant Mortality Rate	10.4
Low Birth Weight	11.7	General Fertility Rate	33.9

---

[7] https://data.cityofchicago.org/Health-Human-Services/Public-Health-Statistics-Selected-public-health-in/iqnk-2tcu

Lung Cancer	74.5	Lung Cancer,	34.9
Preterm Births	10.2	Preterm Births	5.5
Prostate Cancer in Males	85.5	Prostate Cancer in Males	24.1
Stroke (Cerebrovascular Disease)	62.1	Stroke (Cerebrovascular Disease),	26
Tuberculosis	4.2	Tuberculosis	5.3

Fortunately, the City of Chicago is committed to provide additional support for these communities by collaborating with The University of Chicago Medical Center, Northwestern Hospital, and the Bright Star Community Outreach program housed at the Bright Star Community Church on 45th and Cottage Grove Ave. Their primary program is the Bronzeville Dream Center, which offers a variety of intervention services that ISL will support.

> 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?

The first responders to identify students in need of social, emotional, and physical interventions are classroom teachers and teacher aides. Thereafter, the ISL Dean of students will meet with parents or legal guardians for input and support. The Dean will also discuss available community resources, such as the Bronzeville Dream Center, with parents and legal guardians. In order for students to have a productive learning experience, it is imperative that ISL have a holistic approach to address all personal and emotional needs.

> 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.

ISL will contact various social service agencies to conduct workshop with the staff and provide parents with the resources to address their needs. For example, the Bright Star Dream Center, located on 45th and Cottage Grove, which collaborates with area hospitals, offers

intervention programs for families. Youth in the target communities may have experienced trauma and abuse, neglect, and household dysfunction that may result in Post Trauma Stress Disorder (PTSD) substance abuse, behavioral problems or poor performance in school. Given the excellent location of the center to the proposed school site, it will serve as an excellent resource for quarterly conferences and workshops identified by parents to assist with the growth and development of their child/children.[8]

> 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.

ISL will sign on to the CPS revised *Student Code of Conduct* (SCC) that was adopted by CPS on June 15, 2014 and implemented September 1, 2014. All staff members will attend professional development workshops to understand the components of the code and proper implementation strategies. In addition, parent will receive a copy of the SCC and attend workshops to understand how ISL will implement the cope.[9]

> 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.

ISL Dean of Students will identify trends and patterns using school wide and grade-level surveys and teachers' antidotal information to provide behavioral interventions beyond the SCC. Supplemental intervention will be delivered individually or in small groups, according to the following suggested levels:

Level 1: General academic and behavior instruction differentiated for all students in all settings.

Level 2: More focused targeted interventions and supplemental support in small groups or individually.

---

[8] http://brightstarcommunityoutreach.com/bronzeville-dream-center/95

[9] http://policy.cps.edu/download.aspx?ID=263

Level 3: Intensive individualized intervention support

> 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?

Using SCC as our primary behavioral resource, the ISL Dean of Students will monitor the progress and implementation of all interventions. The Dean of Students, who reports to the Director, is responsible for overseeing student discipline and behavioral interventions.

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

The communication of behavioral expectations is clearly identified in the SCC. As previously stated, parents and students will receive copies of the code, attend informational meetings, and the sign the *Acknowledgment of Receipt of the SCC* statement.

> 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?

The SCC identifies six groups of inappropriate behavior that require interventions and/or consequences. Expulsion is recommended for behaviors listed in Group 5 or 6, which are seriously disruptive or illegal. ISL, by adopting the SCC, subscribes to all Expulsion, Hearing and Emergency guidelines identified on page 31.[10]

> 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.

The SCC also includes due process guidelines for students with disabilities/impairments. The appeals procedure is included in the SCC. It is also important to obtain information for the Individual Education Program (IEP) to verify the disability did not impair the

---

[10] http://policy.cps.edu/download.aspx?ID=263

student's ability to understand the consequences of their actions; nor impair his/her ability to control the behavior according to the disciplinary action.

> Question 13: Parent Engagement—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.

Parents will sign an education contract, which states the goals and mission. ISL will offer Spanish class to parents and caretakers to assist with the students' homework. For families who do not speak English, afterschool and Saturday classes will be offered. Progress report will be sent home every six weeks and two parent teacher conferences will be held during the school year. All correspondence to parents will be in English and Spanish.

ISL will welcome parents as volunteers in the school. Parents will also be encouraged to participate in the students' learning by implementing the following:

- Establish regular and meaningful communications between the school and home through monthly newsletters that list school activities and valuable resources.

- Develop of a classroom website for parents to have access to student homework, missing assignments, advice from the teacher and Spanish translator programs.

- Establish quarterly conference and workshops identified by the parents to assist with the educational growth of the students.

- Host afterschool and/or Saturday foreign language classes for parents to become fluent in the languages students are learning.

> Question 14: Parent Resources—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?

In the afterschool or Saturday foreign language classes, a staff person or volunteer will conduct the language class. The language

class is in gratis for parents, because they will learn the same
material as students at a deeper level.

Dimension 2.2: Demonstrated Track Record

Section 2.2.a. Experience and Track Record

Question 1: Experience and Roles—Briefly describe the qualifications and
experience of members of the design team and/or (founding 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.

The idea of proposing a trilingual charter school for the Douglas,
Bronzeville, and Hyde Park neighborhoods was shared with several
educators and community members. After a thorough discussion of the
concept, the idea sparked the interest of several individuals, who
agreed to sign on as Design Team members.   Resumes of Design Team
members who will serve on the Board are required for Dimension 3.2.c.
The resumes for theses members are in Appendix F.

ISL is fortunate to have the expertise of Design Team members with a
wealth of experience in the fields of education, administration,
program development/implementation, and business. ███████████
█████, ████████████████████████ and ███████████████████████████
assisted with the development of the budget, budget narrative, and
proposal narrative.

The proposed school's dream keeper is ███████████████████████, who
resides and employed in the Bronzeville community. As a community
resident, she has firsthand knowledge of the community's educational,
social, and emotional needs. She served as the After School Director
at Parkway Center of Jane Addams Hull House. While employed there,
she was responsible for daily operations and the program budget. She
also served as the Life Skills Coordinator for teens and pregnant
mothers, and served as the Therapeutic Recreation Coordinator at Hull

House. As the Therapeutic Coordinator, she provided recreational activities and social programs for wards of the State of Illinois. What makes her unique is her love for fine arts. ███████ has a wealth of experience as a dance instructor, which includes chorography, teaching, performing and managing the operations of a fine arts program.

████████████████████, who retired from Ada S. McKinley in 2014, was employed there for over 28 years. While working for Ada S McKinley, she served as the Director of Therapeutic/Educational Services, which developed and managed the implementation of Child Care Services, Special Education Programs, Head Start Programs, and the Ada S. McKinley-Lakeside Alternative High School Campus. As the Director at Lakeside, a Charter School under the umbrella of the Youth Connection Charter School (YCCS) Campuses, her primary role was to oversee day-to-day operations and serve as the instructional leader for staff and students. Lakeside supports the academic, behavioral and social needs of high school students and offers a standards-based curricula accredited by North Central Association (NCA) and Council on Accreditation (COA). Students enrolled at Lakeside high school previously attended CPS high Schools, but their enrollment was interrupted for a variety of different reasons. It is important to highlight that YCCS is a part of the Alternative School Network.

Another Design Team member, ████████████████████, retired from CPS in 2006 with 35 years of exemplary educational services. Not only did she teach core subjects in elementary and middle schools, she also served as an administrator in the Office of Mathematics. As the Associate Director, she was the principal grant writer and implementer of the $11.8 million dollar 5-year Chicago Urban Systemic Program (CUSP) grant that CPS received from the National Science Foundation (NSF) in September 2000. She developed & managed the CUSP University-Based Program to improve teachers' mathematics and science content knowledge, which affected over 4,000 teachers, and she supervised the work of teacher facilitators who provide professional development

support for CPS Schools and external partners. Currently, she is employed by ████████████████████████████, as a part-time Response to Intervention (RtI) District Coordinator. In that capacity, she oversees the fall, winter and spring Universal Screenings and the bi-weekly progress monitoring of students in need of academic interventions.

████████████████████████ and ████████████████████████ will continue their involvement with ISL by serving as Board members████████████████ ████████ will serve as the school's director.

> Question 2: Academic Track Record—Provide evidence demonstrating that the design team, whether an existing Chicago operator, existing national operator or Management Organization, or a new operator, 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.

ISL is fortunate to have the expertise of Design Team members who are educators, administrators and program directors, which was discussed in the previous question. As educators, they have a proven record of teaching and mentoring students, who mirror the target student population. Our personal mission has always been to ensure that all students learn and excel in life.

> **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*).*

ISL will adapt the Charter School Tools as a resource for developing the proposed instructional leaders duties and responsibilities.[11] The ISL school leadership team includes the Director, Assistant Director, Business Manager, and Dean of Students.

The Director reports to the Board of Directors, and is instructional coordinator and change agent responsible for the following:

---

[11] http://www.charterschooltools.org/

- Emphasize the school's vision and mission statement.
- Lead, supervise and direct all staff members by maintaining a supportive and positive school culture.
- Coordinate the development of the school's strategic plan.
- Oversee the implementation of all instructional practices and student results for data driven decision-making.
- Provide opportunities for parent and community engagement.
- Recommend staff hiring and termination to the Board of Directors.
- Work with the Assistant Directors and teachers to identify and select appropriate instructional equipment and materials.
- Work with the Assistant Director to monitor student enrollment patterns, school scheduling and curricula implementation.
- Monitor school safety guidelines.
- Work with the Budget Director to monitor all expenditures, and approve all financial reports required by the Board and CPS.
- Provide other duties as identified by the Board of Directors.

The Assistant Directors reports to the Director with the following duties and responsibilities:

- Supervise curriculum implementation.
- Assist Director with staff recruitment and interviewing of perspective instructors.
- Supervise classroom teachers, SPED teachers, Gross Motor and Dance Instructor and school volunteers.
- Assist the Director with classroom observations and the development/implementation of a Response to Intervention (RtI) plan.
- Model instructional practices for teachers
- Coordinate the duties and responsibilities of SPED Clinicians.
- Work with Dean of Students to ensure a safe school environment for teachers and students.
- Develop and implement a universal screening/assessment model to evaluate student academic performance data for data driven decision-making.
- Obtain the State of Illinois certification to administer the WIDA ACCESS Placement Test (W-APT™) for ELL screening.
- Administer the required State of Illinois assessments.
- Visit classrooms for teacher, teacher aids, and SPED teacher evaluations, observations, and feedback to generate required personnel reports for the Director.
- Perform other duties identified by the Director.

The Business Manager reports to the Directors with the following duties and responsibilities:

- Serve as the school's financial manager.

- Oversee the daily operations of the facility, which includes the budget, purchasing of supplies, invoicing and paying bills, record keeping, auditing the budget, and preparing reports for submission to the Board of Directors and CPS.
- Serve as a liaison to the Board of Directors and Board Treasurer.
- Perform other duties identified by the Director.

The Dean of Student reports to the Director with the following duties and responsibilities.

- Monitor and track student discipline according to the CPS revised *Student Code of Conduct* (SCC).
- Conduct workshops and seminars to ensure that all stakeholders are able to understand thoroughly all components of the SCC.
- Collect and maintain the Acknowledgement of Receipt of the SCC statement.
- Conduct behavior modification training for all staff that interacts with students, i.e., Director, Assistant Director, Business Manager, Teachers, Teacher Aids, SPED Teachers, SPED Clinicians, Clerk, Custodian, and Food Service/Support.
- Contact parents or legal guardians on a regular to report positive and negative behavior.
- Organize all assemblies, parent conferences, and other school events.
- Perform other duties identified by the Director.

> 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.

ISL will adapt the Charter School Tools as a resource for leadership qualifications:[12]

The Director's leadership qualifications:

- BA or BS degree or graduate degree
- Developed or supervised student programs
- Experience with working with children, parents, and community members
- State of Illinois Administrative Certification is not required.
- Agree with the school's vision, mission statement and philosophy.

---

[12] http://www.charterschooltools.org/

- Demonstrate knowledge of the language immersion instructional model, or willing to learn the model.
- Support cultural diversity and maintain an open and equitable environment with students, staff, teachers, parents, community members and volunteers.
- Communicate policy and procedures regarding student discipline/conduct, attendance of students, staff and teachers.
- Mange relationships with the Board, elected officials and community leaders.
- Ensure the students are learning, practicing and applying the skills and knowledge obtain in a safe environment.

Assistant Director

- Master's Degree in Education
- State of Illinois Teacher or Administrative Certification
- Demonstrate knowledge of the language immersion instructional model, or willing to learn the model
- Agree with the school's vision, mission statement and philosophy
- Positive demeanor with children and adults
- Support cultural diversity and maintain an open and equitable environment with students, staff, teachers, parents, community members and volunteers
- Demonstrates prior teacher and support staff evaluation experiences

Business Manager:

- BA or BS degree or graduate degree
- Agree with the school's vision, mission statement and philosophy
- Demonstrate knowledge of the language immersion instructional model, or willing to learn the model
- Demonstrate organizational skills
- Prior business/Treasurer experience, which includes data analysis, budget creation and management, creation of financial reports
- Positive demeanor with children and adults

Dean of Students:

- BA or BS degree or graduate degree
- Agree with the school's vision, mission statement and philosophy.
- Demonstrate knowledge of the language immersion instructional model, or willing to learn the model
- Demonstrate organizational skills.
- Demonstrate experience and ability to work with students, teachers, parents, and community members.
- Positive demeanor with children and adults

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).

Currently, the ISL Design Team has identified the school's director. ███████████████████ will serve as the Director of Education. She resides in the Bronzeville community. As a community resident, she has firsthand knowledge of the community's educational, social, and emotional needs. She served as the After School Director at Parkway Center of Jane Addams Hull House. While employed there, she was responsible for daily operations and the program budget. She also served as the Life Skills Coordinator for teens and pregnant mothers, and she served as Therapeutic Recreation Coordinator at Hull House. As the Therapeutic Coordinator, she provided recreational activities and social programs for wards of the State of Illinois. What makes her unique is her love for fine arts. Mrs. Benton has a wealth of experience as a dance instructor, which includes chorography, teaching, performing and managing the operations of a fine arts program.

█████████ intends to pursue an advanced degree in School Leadership at one of the following universities:

- Concordia University
- Western Governors University
- North Central College

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

The Board of Directors will use the State of Illinois *A Guide to Implementing Principal Performance Evaluation in Illinois* to adopt a Director's evaluation document and rubric.[13] The Design Team members

---

[13] http://www.ilprincipals.org/resources/resource-documents/principal-evaluation/ipep/Guide%20to%20Implementing%20Principal%20Performance%20Evaluation%20in%20Illinois.pdf

will recommend an annual evaluation. According to current director/principal evaluation research, an evaluation is necessary for accountability (instructional leadership), professional growth and development (life-long learner to improve professional skills), and to monitor performance (school improvement process). The ISL Director Evaluation Plan will use the *Illinois Principal Evaluation Plan* (IPEP) summative rating: 30% student growth and 75% Practice. [14] The Performance Evaluation Reform Act Checklist and Evaluation Plan are included in the IPEP.[15]

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.

ISL will adopt the School Quality Rating Policy measuring annual performance.[16] For universal screen benchmark assessments, ISL will have a contract with Renaissance Learning to administer and score the computer-based assessments. Below is a table that identifies school goals for the proposed school aligned with the Common Core Standards and the Renaissance Learning Early Literacy Assessment. This fluid table requires ongoing review, revisions, inclusion of mathematics standards, and annual phase in of additional grades.

---

[14] Ibid, page 12.

[15] Ibid, pages 14-50.

[16] http://cps.edu/Performance/Documents/SQRPHandbook.pdf

Table 4: Grades K-3 Prosed Standards, Academic Domains/Goals and Assessment

Renaissance Learning Early Literacy Assessment[17]								
Common Sore Standards	Domain/Goal	Metric	Grade	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
CC CCSS.ELA-Literacy.R.K.1a – Follow words from left to right, top to bottom, and page by page.	Overall reading skills	SGP[18]	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.1b – Recognize that spoken words are represented in written language by specific sequences of letters.	Word Knowledge	SGP	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.1c – Understand that words are separated by spaces in print.	Word Knowledge	SGP	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.1d – Recognize and name all upper- and lowercase letters of the alphabet.	Word Knowledge	SGP	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.2a – Recognize and produce rhyming words.	Word Knowledge	SGP	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.2b – Count, pronounce, blend, and segment syllables in spoken words.	Word Knowledge	SGP	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.2c – Blend and segment onsets and rimes of single-syllable spoken words.	Word Knowledge	SGP	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.2d – Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters/spelling of the word.]	Word Knowledge	SGP	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.2e – Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.	Word Knowledge	SGP	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.3a – Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	Word Knowledge	SGP	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.3b – Associate the long and short sounds with common spellings(graphemes) for the five vowels.	Word Knowledge	SGP	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.3c – Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Word Knowledge	SGP	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.3d – Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Word Knowledge	SGP	K	40	40	40	40	40
CC CCSS.ELA-Literacy.R.K.4 – Read emergent-reader texts with purpose and understanding.	Overall reading skills	SGP	K	40	40	40	40	40

---

[17] http://doc.renlearn.com/KMNet/R0054930F5FE142A.pdf, pages 1-7.

[18] **SGP=Student Growth Percentile metric, which measures growth over time.**

Renaissance Learning Early STAR Reading and Math Assessments[19]								
Common Sore Standards	Domain/Goal	Metric	Grade	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
CC CCSS.ELA-Literacy.RF.1.1a – Recognize the distinguishing features of a sentence (first word, capitalization, punctuation).	Overall reading skills	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.2a – Distinguish long from short vowel sounds in spoken single syllable words.	Word Knowledge	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.2b – Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Word Knowledge	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.2c – Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Word Knowledge	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.2d – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Word Knowledge	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.3 – Know and apply grade-level phonics and word analysis skills in decoding.	Word Knowledge	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.3a – Know the spelling-sound correspondences for common consonant digraphs.	Word Knowledge	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.3b – Decode regularly spelled one-syllable words.	Word Knowledge	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.3c – Know final -e and common vowel team conventions for representing long vowel sounds.	Word Knowledge	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.3d – Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a word.	Word Knowledge	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.3e – Decode two-syllable words following basic patterns by breaking the words into syllables.	Word Knowledge	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.3f – Read words with inflectional endings.	Word Knowledge	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.3g – Recognize and read grade-appropriate irregularly spelled words.	Overall reading skills	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.4 – Read	Overall reading	SGP	1	40	40	40	40	40

---

[19] http://doc.renlearn.com/KMNet/R0054930F5FE142A.pdf, pages 5-8.

	skills							
with sufficient accuracy and fluency to support comprehension.								
CC CCSS.ELA-Literacy.RF.1.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Overall reading skills	SGP	1	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.1.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Overall reading skills	SGP	1	40	40	40	40	40

Renaissance Learning Early STAR Reading and Math Assessments[20]								
Common Sore Standards	Domain/Goal	Metric	Grade	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
CC CCSS.ELA-Literacy.RF.2.3a - Distinguish long and short vowels when reading regularly spelled one-syllable words.	Word Knowledge	SGP	2	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.2.3b - Know spelling-sound correspondences for additional common vowel teams.	Word Knowledge	SGP	2	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.2.3c - Decode regularly spelled two-syllable words with long vowels.	Word Knowledge	SGP	2	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.2.3d - Decode words with common prefixes and suffixes.	Word Knowledge	SGP	2	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.2.3e - Identify words with inconsistent but common spelling-sound correspondences.	Word Knowledge	SGP	2	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.2.3f - Recognize and read grade-appropriate irregularly spelled words.	Word Knowledge	SGP	2	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.2.4a - Read on-level text with purpose and understanding.	Overall reading Product	SGP	2	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.2.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Overall reading Product	SGP	2	40	40	40	40	40
CC CCSS.ELA-Literacy.RF.2.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Overall reading Product	SGP	2	40	40	40	40	40

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. Create a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level—including the local and state required assessments00—and specify the timing of their administration (*please see Appendix 3:* Sample Student Assessment Plan *for sample assessment tables*). 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.

---

[20] http://doc.renlearn.com/KMNet/R0054930F5FE142A.pdf, pages 5-8.

International School of Languages

ISL will use the Renaissance Learning (RenLearn STAR) Early Literacy, STAR Reading, STAR Mathematics, STAR Early Literacy Spanish, and STAR Spanish assessments, as well as the STATE of Illinois (PARCC)— Partnership for Assessment of Readiness for College and Careers to assess student learning and achievement. Both assessments are aligned with the Common Core Standards. RenLearn provides detailed information that can be used for identifying Response to Intervention (RtI) interventions students.

Table 5: Diagnostic, Benchmark and Summative Assessments

Benchmark and Summative Assessments				
Grade	Universal Screening	Administration Timing	State of Illinois Assessments	Administration Timing
K	RenLearn Early Literacy, English & Spanish	Fall, Winter & Spring Screenings		
1	STAR Reading, Math, & Spanish	Fall, Winter & Spring Screenings		
2	STAR Reading, Math, & Spanish	Fall, Winter & Spring Screenings		
3	STAR Reading, Math, & Spanish	Fall, Winter & Spring Screenings	PARCC Assessment[21]	PBA-December[22] EYO-May
4	STAR Reading, Math, & Spanish	Fall, Winter & Spring Screenings	PARCC Assessment	PBA-December EYO-May
5	STAR Reading, Math, & Spanish	Fall, Winter & Spring Screenings	PARCC Assessment	PBA-December EYO-May
ELL (K-5)	STAR Reading, Math, & Spanish	Fall, Winter & Spring Screenings	ACCESS for ELLs	January – February

> 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.

The Assistant Director will facilitate the administration of all instruments used to provide ongoing data for decision-making. The STAR Early Literacy, Reading and Math reports includes reports, such as, Diagnostic, Growth, Instructional Planning by Class or Student, and Progress Monitoring. Data obtain from these reports are updated after student completes the computer-based assessments, and the data

---

[21] New State of Illinois Assessment for Grades 3-12.

[22] *PBA=Performance-Based Assessment*   and *EOY=End-of-Year (Assessment)*

should be used by the Director, Assistant Director and teachers to make informed instructional decisions.

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

Please refer to Appendix B for curriculum maps, unit plans, and lesson plans.

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?

The educational philosophy of ISL is that children are unique and can strive in an educational environment that is secure and caring. Design Team members believe the entire school culture must support students' social, emotional, intellectual, and physical fitness development. It is the responsibility of all instructional leaders to help students achieve their fullest potential in a safe, open minded and risk taking

environment. Thus, the curriculum philosophy supports the ISL philosophy, the Common Core Standards for all content subjects, active learning, a challenging curriculum, ongoing professional development, and the belief that all children can learn. The National Standards for Foreign Language Learning will guide the development of the curriculum thematic units for content learning aligned with the Common Core Standards. The National Foreign Language Standards are[23]:

1) **"Communication** in Languages Other than English
   Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

   Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

   Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2) **Cultures** Gain Knowledge and Understand of Other cultures

   Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

   Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3) **Communities** Participate in Multilingual Communities at Home and Around the World

   Standard 5.1: Students use the language both within and beyond the school setting.

   Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment and standards for foreign language learning.

4) **Connections** Connect with Other Disciplines and Acquire Information

   Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

---

[23] http://www.carla.umn.edu/cobaltt/modules/standards/guide.pdf, page ii.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

5) Comparisons"

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.

Curriculum Development will begin during the Incubation Year with the Director and Business Manager attending CARLA: Center for Advanced Research on Language Acquisition for professional development.[24] The CARLA online PD resource, Proficiency-Oriented Language Instruction and Assessment: *A Curriculum Handbook for Teachers,* will assist teachers with curriculum develop prior to the opening of the school. A sample outline of the curriculum components include the following sequence: Communication[25]; Common Core Standard(s); ISL Curriculum; Instructional Unit; Lesson Plans and Classroom activities. Clearly, the proposed curriculum is a work in progress that will be developed with input from classroom teachers and support staff. Upon completion of the curriculum, teachers will know what to teach, when to teach it, and how to evaluate students' learning. However, the intent of curriculum mapping is to serve as a resource to guide teachers on what to teach and when. Professional development will support the curriculum mapping as well as any adjustments that might be needed.

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.

---

[24] http://www.carla.umn.edu/index.html

[25] Example of a National foreign Language Standard, http://www.carla.umn.edu/cobaltt/modules/standards/guide.pdf

International School of Languages

The ISL intends to collaborate with The **Center for Advanced Research on Language Acquisition** (CARLA)[26], one of the U.S. Department of Education's Title VI National Language Resource Centers. Not only does CARLA have research studies to support, language immersion, it also offers professional development and instructional resources to assist school programs. CARLA's mission includes ongoing research projects to support language immersion programs. By collaborating with CARLA we are confident that our proposed curricula is research-based

> 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.

ISL will review data collected to determine if the current curriculum is effect and the students are learning. The identified assessment instrument (RenLearn), which is aligned to Common Core Standards, provides reports that can be used to evaluate program effectiveness. The proposed refinement procedure will engage all ISL instructional personnel in meetings designed to use available student assessment data to suggest curriculum modifications by grade level. When necessary revisions will be made to ensure continuous student growth.

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.

The instructional strategies will consist of a variety of different strategies to align with the schools mission, vision and educational philosophy. The strategies listed below are research-based. Knowledge of a variety of different strategies will allow matching students' learning styles. Moreover, research suggests that self-guided/direct instruction assist with the retention of more information, and fine

---

[26] http://www.carla.umn.edu/index.html

arts integration gives presents the opportunities to learn through hands-on/mind dance or musical experiences. The strategies below are best practice suggestions; teachers should rely on their knowledge of student's learning to select appropriate strategies:

- Direct Instruction
- Small Group Instruction
- Individualized Instruction,
- Differentiated Instruction
- Integrative Technology Strategies
- Cooperative Learning
- Fine Arts Integration
- Individual and Group Projects
- Read-Aloud/Think Aloud
- Story Grammar
- Classroom Visual Aids

> 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?

The STAR Early Literacy, Math, Reading and Spanish assessment data suggest skill deficiencies aligned to the Common Core Standards. Teachers may disaggregate the identified skill deficiencies to find embedded resources, such as the Kahn Academy for additional classroom resources to share with students. The assessment also includes resources to advance student learning for mastered skills. Another unique feature is he online Record Book, which allows teachers to group students according to Scale Scores that serves as another source differentiating instruction.

> 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). 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).

ISL, the proposed trilingual immersion school, mission, vision and philosophy supports the teaching and learning of ELL and students with special needs. Practicing the self-direct/guided method and using RenLearn data, instructional personnel will be able to monitor student

progress and provide any additional remediation or acceleration that is needed.

> 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). 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?

According to the November, 2011 *Charter Schools Special Education Services and Implementation Rubric,*[27] Children with disabilities have the same rights and privileges guaranteed by the **Individuals with Disabilities Education Act (IDEA)**. ISL will certainly adhere to all state and federal guidelines and requirements to ensure that the school will not have any discriminatory Special Education (SPED) rules, practices, or procedures. If staff members suspect or have concerns that a child may be in need of specialized services, SPED teachers and clinicians will follow the referral screening process. Once identified for SPED services, the SPED teacher and clinicians will monitor student achievement and suggestion curriculum revisions as necessary to meet the student's least restrictive environment (LRE). Curricular and program modifications will not be made without parental input and a thorough analysis of all available student data.

> 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?

---

[27] http://www.isbe.net/charter/pdf/charter_sped_svcs_inst.pdf

According to the 23 Illinois Administrative Code 228,[28] the Illinois School Code requires all schools to serve English Language Learners (ELL) from PreK to 12 grades. Included in the ISL Assistant Director's Job description is the State of Illinois certification to administer the WIDA ACCESS Placement Test (W-APT™) as a screening instrument for students in grades 1 – 12. The screening scores will determine ELL eligibility. Given the mission, vision and philosophy of ISL, students will receive instruction in Spanish as well as English and receive the same RenLearn Benchmark Assessments.

Section 2.3.d. School Calendar/Schedule

Question #1: Overview—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.

The language immersion model of education, proposed for ISL, is an innovation that uses a language other than English for at least 50% of the regular school day for subject area instruction and support activities. In addition to foreign language instruction and learning, children will receive enriched fine arts curricula, such as, art, music, physical education, dance, visual arts and performing arts. After-school language classes for parents are included in the budget. However, Saturday language and fine arts classes for children, parents and community members are external school expenditures.

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.).

ISL's regular school day for teachers begins at 7:45am and ends at 3:00. During that 7.5-hour day (420 minutes), teachers will allocate at least 300 minutes per day for core subject teaching, 65 minutes per

---

[28] http://www.isbe.net/rules/archive/pdfs/228ARK.pdf

day for instructional planning, and the remaining 55 minutes will include lunch, indoor/outdoor activities and other duties. Following this schedule, ISL will bank at least 30 minutes per week to schedule one professional day (PD) for teachers monthly. On that day, students will not attend school. See Appendix L for school calendar.

> 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.

The ISL students' day starts at 8:00am and ends at 3:00pm, which equals 6.5-hours of daily instruction. On a daily basis, students will receive at least 300 minutes per day for core subject and foreign language immersion learning. The remaining 120 minutes includes the following extracurricular activities and learning experience: learning centers, art, music, gross motor, dance, and indoor/outdoor physical activities. Time is also available for student advisory meetings as needed. See Appendix M for Bell Schedule.

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.

The Design Team's proposed five-year staffing plan and organizational chart provide the ideal learning environment for students in a language immersion program. Kindergarten,1st grade and 2nd grade students will have a 1 to 25--teacher ratio with a teacher aid assigned to every class. A teacher aid, assigned to each class, supports the teacher to student ratio, which slightly exceeds research recommendations. The job descriptions, attached in Appendix C, will clarify the roles and responsibilities of each suggested position.[29]

---

[29] http://www.charterschooltools.org/tools/PersonnelPolicies.pdf

The Organizational Chart is attached in Appendix D, and the five-year staffing plan is attached in Appendix E.

> 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.

ISL will seek bilingual teachers fluent in Spanish and the other identified languages. Given the unique teachers' qualities and skill sets ILS requires, the retention of recruitment agency and search engines, such as, the Illinois Network of Charter Schools, Teacher-Teacher.com[30] or Lunity[31]. Resources at Teacher-Teacher.com assist with the hiring of the most qualified teachers. Lunity is a non-profit resource, which shares their database with schools and post aids for 30 days at minimum fee.

In addition to using recruitment agencies, ISL will ensure that their recruitment plan includes the following elements:

- The Director and Business Manager will serves as the recruitment team responsible for reviewing resumes, scheduling interviews, and requesting background checks.
- The recruitment process will continue until all personnel are hired.
- The school will serve as the primary recruitment site.
- Communicate regularly with the recruitment agency, attend job fairs and place additional ads.

The hiring process must begin during the Incubation Year to schedule professional development and curriculum development. The recruitment process will continue for subsequent school years.

> 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.

---

[30] https://www2.teachers-teachers.com/public/Employer/Features.aspx?T4W6m4J2WCEycNUeVYaZCHggHZjSB+ygcmd3eCe0inRNhk407DVX9RBayr63swtcfvcbCs8l9YxWwbnloN6Sc5OeG1g==

[31] http://www.lumity.org/

Glassdoor[32] provides a national database of salaries that serves as excellent comparisons for ISL teacher salaries. According to the Glassdoor, the proposed ISL salary ranges are extremely competitive. Design Members familiar with salaries with prior administrative school experience believe the suggested ISL salaries are reasonable. For example:

Table 6: ISL Salary Comparison

Personnel	ISL Proposed Salaries	Glassdoor Database[33]	ISL Reasonable Salaries
Director	$70,000	N/A	Yes
Assist Director	$55,000	$74,405	Yes
Teacher	$50,000	$41,405	Yes
Teacher Aid	$25,000	$18.65/hour	Yes
Kindergarten Teacher	$50,000	$41,617	Yes
Business Manager	$50,000	$53,000	Yes
SPED Teacher	$65,000	N/A	Yes
Counselor	$50,000	N/A	Yes
SPED Aid	$30,000	N/A	Yes
Dean of Student	$37,000	N/A	Yes
PE Teacher	$50,000	N/A	Yes
Clerk	$30,000	N/A	Yes
Custodian	$25,000	N/A	Yes
Food Service	$22,000	N/A	Yes
Dance Instructor	$40,000	N/A	Yes
Family Liaison	$23,000	N/A	Yes

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.

The educational philosophy of ISL is that children are unique and can strive in an educational environment that is secure and caring. Design Team members believe the entire school culture must support students' social, emotional, intellectual, and physical fitness development. It is the responsibility of all instructional leaders to help students achieve their fullest potential in a safe, open minded and risk taking environment. To accommodate the needs of individual students, instructional leaders must model best practice learning strategies by using a variety of learning strategies, such as, Cooperative Learning,

---

[32] http://www.glassdoor.com/Salaries/index.htm

[33] http://www.glassdoor.com/Salary/Charter-Schools-USA-Salaries-E234934.htm

Small Group and Individualized Instruction, Differentiated Instruction, Read Aloud/Think Aloud, etc. It is imperative that the staff develop and implement school-wide decisions to support the school's culture. To main the ISL culture, the following responsibilities are necessary:

- Implementation of the CPS School Code of Conduct (SCC)
- Ongoing Professional development to emphasize best practice learning strategies
- Modeling and coaching appropriate strategies to maintain the purposed culture that supports students' social, emotional, and physical fitness development.
- Develop and implement school-wide routines and rituals to support the school's culture
- Use teacher and student incentives to celebrate exemplary implementation of the school's culture.

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.

The teacher orientation/induction program for new teachers will require at least five days of professional development (PD) for 6.5 hour/day. The orientation agenda will include some of the following items; however, most of the time is for curriculum development. The Director will contract with external coaches to assist with PD presentations. See Appendix P for Professional Development schedule. The ultimate goal is to engage teachers in the PD process to avoid the talking heads syndrome:

School Safety Procedures

- General safety procedures regarding intruders

- Weather related emergencies

- Crisis intervention strategies

- School admission procedures for non-personnel

- Mandatory wearing of name badges

- Other information proposed by the administrative staff

Professional Duties:

- School Day—Teacher Arrival and Departure Time

- Review the school's annual calendar

- Field Trip Procedures

- Reserving Technology Equipment

- Professional Code of Conduct

- Use of Office Equipment, such as, Copier, phones, and fax

- Procedures for Sick and Personal Business Day

- Assignment of special duties, such as, lunch, playground, arrival time, dismissal time and parent conferences

- Review procedures for parent student conferences

- Develop teacher and student schedules

- Other information identified by the administrative staff

Curriculum Development

- ISL mission, vision and curriculum philosophy

- Comprehensive review of Common Core and National Foreign Language Standards,

- Develop a Scope and Sequence Chart for common core subjects

- Develop unit plans for Thematic Units

- Develop lesson plans for each unit

- Identify end of unit projects and evaluation standards

Universal/Benchmark Assessments and Required State Assessments

- Introduce Renaissance Learning STAR Early Literacy English and Spanish Assessments, which are computer-based assessments

- Discuss testing procedures, data analysis reports, instructional planning reports, record book, and parent reports

- Complete sample student tests

- Review student growth percentiles reports to evaluate student growth overtime

- Other information identified by the administrative staff

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.

During that 7.5-hour day (420 minutes), ISL allocates at least 300 minutes per day for core subject teaching, 65 minutes per day for instructional planning, and the remaining 55 minutes will include lunch, indoor/outdoor activities and other duties. Following that schedule, ISL will bank at least 30 minutes per week to schedule one professional day (PD) for teachers monthly. On that day, students will not attend school. The Assistant Director with input from the instructional staff will develop the PD agenda. The goal of PD is to improved teacher teaching and student learning. Therefore, the Design Team will recommend contracting with Renaissance Learning for five one-hour Webinar Coaching sessions. The Assistant Director and teachers will work with the coach to develop the PD agenda.

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.

CPS had developed a comprehensive evaluation system that ISL will adapt.[34] The evaluation system, "REACH—Recognizing Educators Advancing Chicago Students", aligns with the State of Illinois Evaluation Reform Act (PERA) that discussed on page 25. The Design Team members will recommend informal and formal teacher evaluations, and the rubric should focus on at least three general areas, such as, instruction, school rules and practices, and personal standards for continued growth and development. ISL believes the teacher evaluation process should be developed with teacher input for greater acceptability. ISL will schedule teacher Professional Development to review REACH and the evaluation domains, and use that information to develop a teacher evaluation process approved by the administrative staff, Board of Directors and teachers. It is imperative to develop any teacher evaluation instruments with teacher input.

---

[34] http://cps.edu/Pages/reachstudents.aspx

International School of Languages

The evaluation framework will focus on teachers, staff and school leaders for an evaluation time line of three evaluations throughout the school year. Below are suggested evaluation criteria:

The criteria for evaluating teaching staff

- Formal observation- formal observations will include are announced, one class period, post observation conference that will include documentation provided by the teacher.

- Informal observation- informal observation are unannounced, a minimum of 10 minutes, optional of post observation conference requested by teacher or evaluator.

  Framework criteria consist of the following:

- Planning and preparation

- Classroom environment

- Professional responsibilities

Non-teaching staff criteria for evaluation

- Job knowledge- understands duties, responsibilities, has the ability to use materials needed, and has the level of proficiency required to accomplish the work.

- Work quality-accuracy, thoroughness, and dependability of results.

- Attendance-reports to work as scheduled. Follows the established procedures for break

- Notify administration of advance schedule changes.

- Ability to be self-directed, efficient, creative and resourceful

- Assumes extra work on own initiative, adapts quickly to new responsibilities

- Work attitude and cooperation demonstrates a positive attitude, promotes cooperation with others

- Follows the mission and vision of ISL

The administration staff will be responsible for administering the evaluation.

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

Following each PD activity, ISL will use evaluation surveys to evaluate the effectiveness of the PD activity. The Design Team recommends Survey Monkey[35], which is a free online service developed to receive online teacher responses from a survey generated by the team. For an additional fee, Survey will analyze the data for data-driven decision-making. The reports generated should be shared with teachers and the Board to refine PD offerings. ISL will also submit an application to become an approved professional development provider. [36] As an approved provider, ISL will be able to issue professional development credit.

Dimension 3.1: General Operations

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.

The schools operation's plan is a work in progress. The Design Teams believes the operation plan will include components of a strategic plan. Therefore, it will probably include some of the following components and evaluation rubric scale:

Assessment Categories	Target Goals	Status	Evaluation Rubric: 0= not complete 5= complete
Current Status			
	Executive Summary	Complete but Revise	5
	Student Enrollment	Begin Process	0
	Personnel	Begin Process	0
	Parents and Partners	Begin Process	0

---

[35] https://www.surveymonkey.com/

[36] http://www.isbe.net/licensure/pdf/73-08-prof-dev-provider-app.pdf

Baseline Status			
	Mission	Complete but Revise	5
	Vision	Complete but Revise	5
	Philosophy	Complete but Revise	5
	School Culture	Complete but Revise	5
	Compliance—Federal & State	Implement Standards	1
	Common Core	Implement Standards	1
	Foreign Language Standards	Implement Standards	1
	Curriculum	Complete & Revise	0
Facility Standards			
	Building assessment	Analyze Status	1
	Safety measures	Analyze Status	2
	Landlord Support	Analyze Status	5
Evaluation			
	Facilities		2
	Education Plan		0
	Building		2
	Corrective Measures		Ongoing

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 planning schedule is a work in progress; however, the following matrix depicts important elements for a Start-Up Plan:

Task	Responsible Person	Timeline	Task Status: 0= not complete 5= complete
Secure Board Members	Design Team	2016	2
Facility Contract	Board of Directors	2016	0
Secure Building Insurance	Board of Directors	2016	**0**
Hire Director	Board of Directors	2016	4
Recruit Administrative Team	Director and Business Manager	2016	**0**
Hire Administrative Team	Board of Directors	Begin Process: 2016	**0**
Recruit Teachers	Board of Directors	2016	**0**

Secure Employee Insurance	Board of Directors	2016	0
Secure Food Service Contract	Board of Directors	2016	0
Finalize all Insurance Contracts	Board of Directors	2017	0
Purchase Telecommunication equipment	Director and Business Manager	2016	0
Hire Teachers	Board of Directors	2017	0
Purchase Office Furniture	Administrative Staff	2016	0
Recruit Ancillary Staff	Administrative Staff	2016	0
Hire Ancillary Staff	Administrative Staff	2017	0
Recruit Students	Director and Business Manager	2016	0
Enroll Students	Administrative Staff	2017	0
Purchase Recruitment Documents, Door Knockers, Business Cards, Stationary	Director and Business Manager	2016	0
Create Website	Director and Business Manager	2016	0
Develop School Calendar	Director and Business Manager	2016	0
Develop Student Handbook	Director and Business Manager	2016	0
Selection Process for Instructional Materials	Director and Business Manager	2016 & 2017	0
Purchase Instructional Materials	Administrative Staff	2016 & 2017	0

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.

Table 7: ISL Proposed Student Enrollment from 2017-2021

NUMBER OF STUDENTS					
GRADES	YEAR 1 2017	YEAR 2 2018	YEAR 3 2019	YEAR 4 2020	YEAR 5 2021
K	50	50	50	50	50
1	50	50	50	50	50
2		50	50	50	50
3			50	50	50
4				50	50
5					50
TOTAL ENROLLMENT	100	150	200	250	300

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?

ISL Design Team members will use a variety of available resources to recruit students. During the incubation year, the director and community volunteers will attend community meetings to share information about the school. Social media will also be used to share recruitment information. Through word of mouth, school enrollment fairs, and social media a number of parents will receive information about the school. The ISL strategy is retain students by adding a grade level every year until 8th grade. Kindergarten, 1st and 2nd grade students will become fluent in Spanish. Third grade students will receive French instruction, and the expectation is to introduce Italian by the 6th grade. ELL students will feel comfortable because all students are learning Spanish, while becoming proficient in English. Moreover, students who have housing issues will feel safe and welcoming in the proposed ISL.

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 comply with the Illinois Charter School Law and Illinois School Code.

ISL's application enrollment and registration will mirror the process that CPS uses to ensure State of Illinois and Federal compliance. Parents will complete an admission's application either online or as a hard copy. If a lottery is necessary, ISL will follow CPS's guidelines. The lottery drawing will be video tapped and an external committee will be selected to conduct and ensure that all legal guidelines are in compliance. See Appendix N for sample application form. The application may include the following information:

❖ Student information

- ➢ Name
- ➢ Grade Level
- ➢ Date of Birth
- ➢ Gender
- ➢ Current School Assignment, if applicable, and Student ID Number
- ❖ **Family Information**
  - ➢ Name of Siblings
  - ➢ Grade Levels
- ❖ Parent/Legal Guardian Information
  - ➢ Name
  - ➢ Address
  - ➢ City
  - ➢ State
  - ➢ Zip Code
  - ➢ Name and relationship of legal guardian, if student does not live with the parent
- ❖ Health and Medical Records
- ❖ IEP Status
- ❖ Transportation Needs

> 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.**

As a neighborhood school, students have the opportunity to walk to school, with safe passage support from concerned parents and community members. We foresee parents driving or walking the young children to school. Older students may take public transportation. Students who have special needs, i.e., low-income, homeless, at-risk, or learning disabled, will receive supplemental financial support from the school to ensure safe transportation before and after school.

> 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. (Note: For additional information on ADA compliance requirements, please see the ADA Guidelines & Services document located in the Resources Section of the ONS website, www.cps.edu/2014RFP.)

According to the Rehabilitation Act, Section 504, programs receiving federal funds, such as a charter school, may not discriminate because a disability.[37] Section 504 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service. ISL will include in the ISL Teacher and Parent Handbooks information about the federal requirements, and provide reasonable support systems to accommodate teachers, students and parents with disabilities. The Dean of Students will be responsible for documenting and providing accommodations for all individuals affiliated with the school.

ISL and the proposed facility property owner will develop a ramp to accommodate students, parents and community members with special physical needs. Furthermore, ISL will modify instructional and recreational activities to accommodate special need students.

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 additional grade configurations and/or 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.

ISL will have at least four Board Members, who will meet monthly to monitor student achieve and school implementations policy and procedures. Board Officers will include the following: board chair, board vice-chair, recording secretary, corresponding secretary, compliance officer, and Treasure. The school's business manager will serve as the Board's treasurer. The vice-chair will serve as the advisory board facilitator/chair. Parents will be invited to serve on the Board and advisory board. See Appendix O for Board Bylaws.

---

[37] http://www.ada.gov/cguide.htm#anchor62335

Roberts Rules of Order will guide all phases of the Board meeting, and every meeting will have a designated beginning and ending time. Any unfinished business that is not critical for the school's operation will be tabled for the next meeting. The Board Chair will allow designate time for discussions following the approval of a motion. Designating discussion will result in more efficient and productive meetings. All Board members will attend Roberts Rules of Order orientation workshops.

The Administrative Team will submit written monthly monitoring reports to the Board. The reports will include the status of student enrollment, student achievement, financial reports, compliance reports, and other reports as requested by the Board.

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.

Seven individuals have volunteered to serve on the ISL Board. ██████████, a founding Board member and community resident, will serve as the school's director and a member of the Board. The matrix below identifies individuals who have agreed or expressed an interest to serve on the ISL Board.

Board Members	Qualifications	Formal Commitment	Informal Commitment	Resume
████████████████	Community resident: Chicago Police Officer	Yes		Attached
███████████	Community Resident:	Yes		Attached

	Design Team Member			
██████████████████	Education Administrator; Design Team Member; private school Board Member	Yes		Attached
███████			Yes	
██████	Program Director: Ada S. McKinley		Yes	
████████████	Community resident; Founder of the School of Art; Columbia College Assistant Director	Yes		Attached
█████			Yes	
████████████	Education Administrator; Design Team Member; private school Board member	Yes		Attached

Question #2: Composition— Identify the desired composition of the governing board, including key skills and constituencies that will be represented.

The ISL Board will include members with a variety of different skill sets. According to the Board members identified in question 1, the majority of the members have educational experience, i.e., former teachers, educator administrators, and education program directors. Although members reside in the target communities, other members attended neighbor high schools. Their adolescent years included participation in a variety community activities. Thus, the Design Team believes it is imperative for Board members to have current or previous involvement in the target communities. The Design Team will solicit other Board members with financial, legal and fundraising experience.

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.

The current Board composition includes members who received information about the proposed school and volunteered to serve on the Board. One of the initial acts of the Board is developing a recruitment process for soliciting members, such as parents, financial experience, and legal experience. The Board may decide to solicit members with other skill sets.

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

As previously, after receiving information about the school, individuals volunteered to serve on the ISL Board. The Board will develop a procedure for admitting future Board members.

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.

The ISL's Design Teams transition to Board members will be very easy. All Design Team members have agreed to serve on the Board during the start-up of the schools and after school opening. Currently they are called Design Team members because the proposed school does not exist. If the proposed school is approved to function as a Chicago charter school, all Design team members will become Board members, and they must begin working with the other volunteer Board members immediately.

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

The most critical training legally required by school Boards deal with meeting decorum. Robert Rules of Order, an excellent meeting resource, is necessary for productive meetings. In addition, the language immersion model is a unique instructional model; therefore, time must be allocated to understand the school's mission, vision, and

instructional philosophy. The training time line will begin in 2016 with Robert's Rules of Order workshops, overview of State of Illinois compliance report workshops, and information about the language immersion school model. The Design Team is positive other training will be necessary when we delve into all state and federal charter school compliance rules and regulations for effective school operations.

> 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?

The Board will evaluate its progress after every meeting. Following each, ISL will use evaluation informal communication and surveys to evaluate the effectiveness of meeting. The Design Team recommends Survey Monkey[38], which is a free online service developed to receive online teacher responses from a survey generated by the team. For an additional fee, Survey will analyze the data for data-driven decision-making. The reports generated should be shared with all Board members teachers to refine meeting productivity.

The Board members will ensure if the organization's mission is carried out effectively. The Board will monitor the goals, objectives and agenda items to ensure state law compliance via rubric. A Board member might be removed from their duties because of gross neglect of duties or conflict of interest. Prior to removal, the Board chairperson will have a one on one discussion to resolve the issue(s) informally. If the problem continues, the Board could request a conference with the Board member to discuss the issue(s) formally and set forth a remediation o termination plan.

The Board will develop an ethics policy, which will be signed by all members. In the policy, the termination process will indicate

---

[38] https://www.surveymonkey.com/

immediate and long-term actions that may eventually lead to termination.

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.

The ILS Board will adhere to all of the requirements outlined in the Illinois Open Meeting Act. "The Open Meetings Act is a state law that requires that meetings of public bodies be open to the public except in certain specific, limited situations (discussed in more detail below) where the law authorizes the public body to close a meeting. OMA also provides that the public must be given advance notice of the time, place and subject matter of the meetings of public bodies."[39] Parents and community members will receive planned agenda items at least 30 days before the meeting."[40] The Board will develop and publish its annual meeting calendar (See Appendix Q); the information will be posted on the website and included in teacher and parent handbooks.

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

ISL will adopt the Illinois Educator Code of Ethics[41] because it includes all components that are necessary for compliance with all federal, state and local polices. The principles include: "Responsibility to Student, Responsibility to Self; Responsibility to Parents, Families and Community, and Responsibility to the Illinois State Board of Education. The complete document is located in Appendix H.

> 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

---

[39] http://foia.ilattorneygeneral.net/pdf/faq_oma_government.pdf

[40] http://foia.ilattorneygeneral.net/pdf/faq_oma_government.pdf, page 2.

[41] http://www.isbe.net/prepeval/pdf/meetings/emag/pdf/educator_COE_0311.pdf

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.)

ISL's draft Conflict of Interest[42] is in Appendix I. The document is from the Charter School Tool Kit. The Board will analyze the policy to ensure that it includes all necessary items for compliance with State of Illinois mandates. It is important to note that the Director serving on the Board will be excluded from discussions involving budget and compensation, but allowed to have a vote and remain a part of the Board in other business.

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, management organization (if applicable), and any school advisory bodies or parent/teacher councils (if applicable) to the governing board. Explain the rationale for this proposed structure.

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

Board members, excluding the school Director and Business Manager, will meet to review performance evaluations and make recommendations for improvement as necessary. The Director's contract will identify personnel and student performance measures, such as, student achievement, student enrollment, staff members' performance, support staff performance, facility compliance, and CPS and the State Board of Education compliance policies.

Domain 4: Economic Soundness

Dimension 4.1: School Budget

Section 4.1.a. Financial Forms and Budget Narrative

---

[42] http://www.charterschooltools.org/tools/ConflictofInterestPolicy.pdf

> Complete the budget workbook. Instructions are provided on the first tab of the budget workbook.

Budget workbook is complete. The Budget narrative is in Appendix K.

Section 4.1.b. Development Plan

> 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.

The Design Team is not sure what additional funds are needed at the present time. However, ISL will seek out private funders to provide revenue to support the five-year contract. When the Board convenes it first meeting, developing a funding plan and forming a fundraising committee for contingency revenue is an important item.

Dimension 4.2: Financial Controls and Monitoring

Section 4.2.a. Financial Controls and Monitoring

> 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? Please note that Illinois Charter Schools Law (105 ILCS 5/27A-5(f)) requires charter schools to submit an annual audit of school finances conducted by an outside, independent contractor.

The Operation manger in conjunction with an independent contractor will ensure any legal compliance requirements and restrictions of public funds. The Operation manager as well as the Director will be overseeing the school budget. See Appendix R for list of financial reports.

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.

ISL will require a dedicated office area, five classrooms, restrooms and lunch area. The site will support the growing population of

students due to the current layout of the school. There are two floors
8 classrooms per floor with student restrooms.

> Question #2: School Sites
>
> 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:
  vii. The scope of work to be completed;
   a. A description of persons/managing parties responsible for project management and related qualifications;
   b. A project timeline for any necessary renovations; and
   c. A completed Sources and Uses of Funds Report for facility development and the planned funding mechanism to cover projected costs.

The design has met with ███████ Anthony of Corpus Christi parish. After a few meetings about the proposed school, the parish is willing to share the cost of utilities as well as make the school ADA compliance. The parish understands the potential of growth and will rent the first floor until the school maximize the space on the first floor. The rental application and fee will be submitted.

> i.   The address and a general description of the property, including its current owner and previous use.

The school is located at 4920 South King Dr. The site a concrete building with two floor and lower level. Each floor has 7,780 square feet of space. The site was an elementary school and most recently, the first floor was a daycare center. The site is own by the Archdiocese of Chicago.

> ii.   An Inspecting Architect's Report completed by a CPS-approved architect.

Not applicable

> iii. An ADA Compliance Report completed by a CPS-approved architect.

Not applicable at the present time; however the Archdiocese will split the cost to build an ADA ramp to the school.

    iv.   If the property is not currently ADA compliant, a plan for bringing the building into compliance.

Not applicable

    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.

The Letter of Intent is a work in progress; we have received a verbal commitment, but recognize the need for the intend letter. The Archdiocese will split the cost to build a ADA ramp to the school.

    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.

Not applicable

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

Upon approval from CPS to open the ISL charter school and approval from a CPS-approved architect regarding the building's status, The ISL Board of Directors will meet with the facility's property owner in 2016 to begin the process of signing a leasing contract.

Domain 5: Management Organizations (MOs—NA)

Not applicable