Domain 1: Parent and Community Engagement and Support

Dimension 1.1: Understanding the Community
Section 1.1.a: Targeted Communit(ies)

Each Question in Domain 1 will be updated with more specific data during Tier II submission.

Question #1: Boundaries
Q. 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 recruitment boundaries will be

74th Street North to 83rd Street South
State Street West to Stony Island Street East

Question #2: Profile
Q. 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
Unemployment rate

Grand Crossing has a population of 41,337. The median household income in 2011 was $29,659. A total of 2,893 residents are high school student age and 99.3% of the residents are African American. Additionally, the unemployment rate is 13.4%.

Question #3: History
Q. 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 to serve the targeted student population and community residents. Please cite the key sources of information consulted, both formal and informal.

Community Area 69, 8 miles S of the Loop. As the name implies, Greater Grand Crossing encompasses several neighborhoods: Grand Crossing, Park Manor, Brookline, Brookdale, and Essex. The original Grand Crossing community consisted of the southeast corner of the present community areas. The entire area was annexed to Chicago in 1889 as part of Hyde Park Township.

Development began after a train accident in 1853 that killed 18 people and injured 40 others. The accident occurred at what is now 75th Street and South Chicago Avenue when Roswell B. Mason, who was to become a Chicago [mayor](), secretly had intersecting tracks built for the Illinois Central across the rail lines of the Lake Shore & Michigan Southern [Railroad](). The intersection remained dangerous for many years after the 1853 accident, but industry developed around it as it became required for all trains to make a complete stop there.

Chicago [real-estate]() developer Paul Cornell thought that the area surrounding the intersection, although it was mostly prairie and swampland, would be ideal for suburban development because transportation to Chicago was assured via the railroads. Cornell began buying large tracts of land in 1855. Through the early 1870s he subdivided the area and offered lots for sale. Initially calling the subdivision Cornell, he changed the name to Grand Crossing after learning of an existing village named Cornell.

The early residents were of [Irish](), [English](), and [Scottish]() descent and developed railroad settlements in the southeast portion of Greater Grand Crossing, just south of Oakwoods [Cemetery](). Factory workers, farmers, and craft workers of [German]() origin followed in the 1890s, building frame cottages in what was the Brookline section of Greater Grand Crossing.

The [World's Columbian Exposition of 1893]() further stimulated growth. Single-family frame and brick homes, two-flats, and [apartments]() began to appear in the area to accommodate the steady population increase between 1895 and 1912. There were improvements to [infrastructure]() as well. The Calumet electric [street railway]() at 63rd and Grand Boulevard (now Dr. Martin Luther King Jr. Drive) was extended to Cottage Grove and 93rd, and in 1912 the dangerous train intersection which had originally given rise to the community was elevated. White City, an [amusement park]() which opened in 1904, towered over the northern part of Greater Grand Crossing from Grand Boulevard, to Calumet Avenue and from 63rd to 67th Streets until it was closed in 1933. The structure was finally torn down in 1950 to make way for the Parkway Gardens, a [public housing]() project.

Though there had been some industry in the area since the mid-nineteenth century, by 1920 the community, with a population of 44,538, was largely residential. By the 1930s people of [Swedish]() and [Italian]() descent joined those of Irish and German origin. By this time, however, as [African Americans]() came to the community in larger numbers, these ethnic groups along with native whites began to move out. During the decade of the 1950s, the black population of Greater Grand Crossing increased from 6 percent to 86 percent. Since 1980, the community has been 99 percent African American.

Apart from Parkway Gardens, there has been little construction in Greater Grand Crossing since the 1930s, and the community has undergone significant depopulation since the 1960s. In 1960 the population stood at 63,169. Between 1980 and 1990 the population dropped from 45,218 to 38,644. Although as of 1990 a fifth of the population, 56 percent of which were African American women, lived at or below poverty level, a third of the residents of Greater Grand Crossing were second- and third-generation property owners.

http://www.encyclopedia.chicagohistory.org/pages/547.html

Question #4: Community Network
Q. 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),withwhomdidthedesignteamconnecttoenhanceitsunderstandingof the communit(ies)and developanoutreachplan?Whatexistingcommunitymeetings,events,orvolunteer opportunitieshavemembersofthe designteamattendedtomakeadditionalconnectionsandenhance members' understanding of the targeted communit(ies)?

The design team has consulted with the current mayor, multiple business owners, and current schools in the Grand Crossing Community.

To be updated in Tier 2.

Question #5: Assets and Needs
Q. 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?

N/A

Section 1.1.b. Community Fit

Question #1: Approach to Developing an Educational Vision:
Q. 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?

To be updated in Tier 2.

Question #2: Community Fit
Q. 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?

To be updated in Tier 2.

Dimension 1.2: Notifying the Community

Question #1: Parents and Community Members

Q. 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).

Community organizations and residents are in support of New Life Academy Charter School. Please see the appendices for letters of support.

To be updated in Tier 2.

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)

To be updated in Tier 2.

Question #3: Community Organizations, Businesses, and Leaders

Q. 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.

To be updated in Tier 2.

Section 1.2.b. Seeking Community Feedback

Question #1: Community Meetings
Q. 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.

To be updated in Tier 2.

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

To be updated in Tier 2.

Question #3: Feedback

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

Dimension 1.3: Parent and Community Support

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

Question #1: Key Community Supporters

Q. 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.

To be updated in Tier 2.

Question #2: Student Demand

Q. Please provide evidence that parents of age-eligible children would consider sending their child ren to the proposed school in the fall of 2016 or the proposed opening year.

To be updated in Tier 2.

Question #3: Elected Officials

Q. List any elected officials who support the proposed school. *Note: if the applicant included a table in Dimension 2.1.b., the applicant may choose to add a "letter of support" column to check if the elected official supports the proposed school.*

To be updated in Tier 2.

Question #4: Community Organizations, Businesses, and Leaders

Q. List organizations, businesses, or leaders in the targeted communit(ies) (required) or city-wide organizations, businesses, or leaders (optional) that support the proposed school. Attach letters of support that explain the basis for their support of the proposed school. *Note: if the applicant included a table in Dimension 2.1.c., the applicant may choose to add a "letter of support" column to check if the community organizations or stakeholders support the proposed school.*

To be updated in Tier 2.

Section 1.3.b. Risk Factors

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

To be updated in Tier 2.

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?

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

Q. 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?

To be updated in Tier 2.

Question #2: Partnerships

Q. 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 city-wide organizations (optional). Please provide letters of support from these organizations. Explain whose responsibility it will be leading up to school opening and once the school is in operation to oversee these partnerships.

To be updated in Tier 2.

Question #3: Community Supports

Q. How will the proposed school contribute to the broader community? What services will it provide to families of students and/or community residents?

To be updated in Tier 2.

Domain 2: Academic Capacity

Dimension 2.1: Mission, Vision, and Culture
Section 2.1.a. Overview of the Educational Model

Question #1: Mission and Vision
Q. 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.

Mission
The mission of New Life Academy is to eliminate the persistent disparity of academic opportunities and outcomes for students as a result of our socioeconomic circumstances through a focus on science, technology, engineering, arts and mathematics so that every student - regardless of their socioeconomic circumstances - has an opportunity to receive an excellent education and attain the life skills that help reach their fullest potential and contribute to our global society.

As New Life Academy's chosen partner, EdisonLearning has committed itself to a culture based on the principles and practices of continuous improvement, which embodies performance excellence and high

expectations for students and staff. Therefore, EdisonLearning will contribute to New Life Academy's mission by maximizing the potential of each student, creating the urgency to reach proficiency and assuring that students are given the greatest opportunity to learn and perform at high levels through premium-quality teaching and leadership as well as an effective, supportive learning environment.

Vision

The vision of New Life Academy is to provide a safe, stimulating, and innovative learning environment where students recognize and achieve their full potential through academia and the performing arts. In conjunction with numerous community partners, we aspire to have rigorous curriculum and seek to maintain an excellent spectrum of creative and performing arts offerings. To this end, the strategically-built courses offer a range of innovative and technical curriculum that will successfully prepare our leaders of tomorrow for the world of higher education and the global workforce.

New Life Academy will have a learning environment that aligns with the school's Code of Conduct, discipline policy, and school-wide and classroom routines and procedures with EdisonLearning's Core Values and Core Competencies to ensure that students feel safe, respected, and capable of meeting high expectations academically and behaviorally.

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 education philosophy of New Life Academy is a holistic model incorporating the key research-based ingredients for increased student achievement in high-functioning schools. In our partnership with EdisonLearning, we will use their Five Strand Design, comprised of these five fundamental strands: **Leadership, Learning Environment, Assessment for Learning, Pedagogy and Curriculum, and Family and Student Support**.

Five Strand Design

The Five Strands can be summarized as follows:

- **Leadership**: realizing vision to reality by establishing shared vision, values, and culture; developing the leadership capability of the Principal and Leadership Team; distributing leadership through the school; leading robust planning, review, and change management processes; establishing effective management systems and team building; and maximizing structures, time and teams.

- **Learning Environment**: creating a culture of achievement through the establishment of a set of Core Values and an associated Community Code for the whole school community; incorporating positive behavior management strategies as part of overall Social Policy; maximizing the physical environment for learning; building student engagement and relationships for learning, mentoring for learning – regular discussion of learning needs and goals; establishing high expectations and a college focus; and leveraging student voice by gathering feedback on the student learning experience to improve learning and teaching.

- **Pedagogy and Curriculum**: building learning capacity by developing an in-depth understanding of teachers' skills with an intentional professional development program; implementing a Quality Framework for Learning and Teaching that provides a shared language for developing best practice with self-review and coaching; developing effective pedagogy based on how students learn; curriculum organization and planning around scope and sequence to deliver student learning outcomes; introducing Core Learning Skills – 21st Century learning and life skills; supporting curriculum programs/resources and guides; and ensuring a coherent student learning experience that is differentiated and personalized.

- **Assessment for Learning**: ensuring a data intelligent school in which student achievement is regularly assessed and used to take timely action on what to teach next, student/teacher teams create regular time to meet to review data, identify vulnerable groups/students, and plan how to meet their achievement targets (achievement teams), data on achievement is analyzed at different levels from classroom to whole school to identify action; developing staff skills in analyzing data and assessing student proficiency and progress; and intentionally developing students' capacity to assess their own learning and that of their peers.

- **Student and Family Support**: promoting success for all students by developing the school system and organization of supports to meet all student needs; tracking student progress and flexibly targeting supports; fostering parent partnerships and community engagement; conducting student learning conferences with parent, student, and teacher; and developing an effective team around the school for the benefit of students and their families.

The Five Strand Design is supported by the research of Hattie (2009), Marzano (2010) and the National Board for Professional Teaching Strategies' development of teaching standards. For more information, please see the following citations:
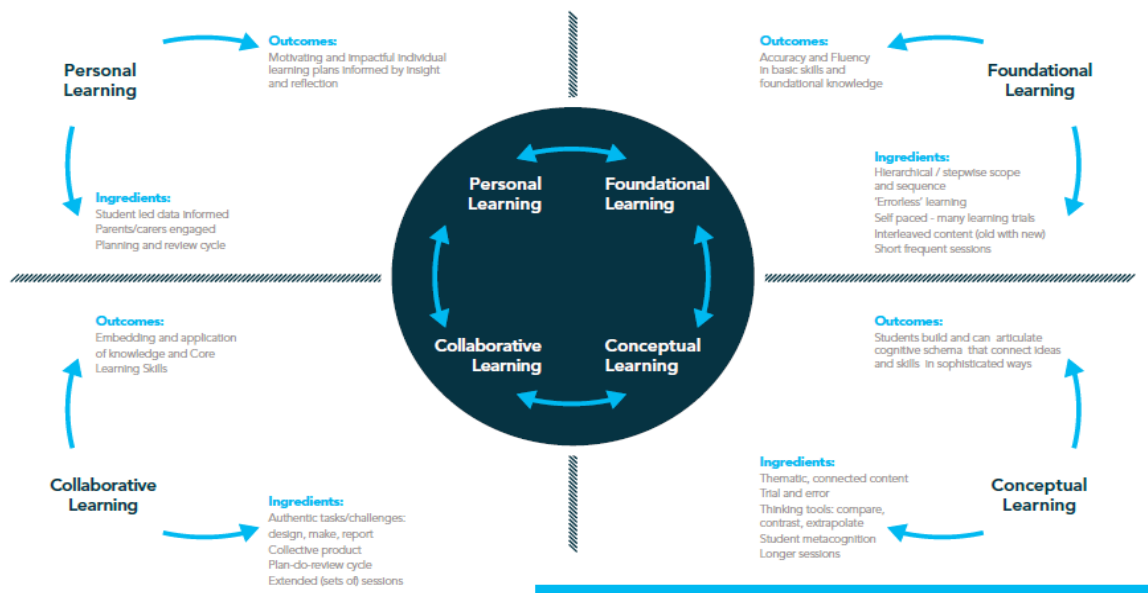
- Hattie, J.(2009).Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.New York,NY and London, England:Routledge.
- Marzano,J.(2007).The Art and Science of Teaching.Alexandria,VA:ASCD. Marzano,J.,Frontier,T.,Livingston,D.(2011).Effective Supervision:Supporting the art and science of teaching.Alexandria,VA:ASCD.
- National Board for Professional Teaching Standards: The Five Core Propositions. (1987) Retrieved October 18, 2011 from http://www.nbpts.org/the_standards/the_five_core_propositio
- National Board for Professional Teaching Standards: Standards Development. Retrieved October 18, 2011 from http://www.nbpts.org/the_standards/standards_development
- National Board for Professional Teaching Standards: Standards by Certificate. Retrieved October 18, 2011 http://www.nbpts.org/the_standards/standards_by_cert

Blended Learning

Our blended learning model will improve academic outcomes for all students, while increasing the rigor, relevance, and relationships in the educational experience; and truly individualize instruction (more than personalize). The foundation of our blended innovation continues to be our five-strand school design, the quality framework for learning and teaching, and the **four-modes of learning** (see figure below). We will provide the key strategies and tactics to implement a world class blended learning model that can immediately produce academic gains.

The Four Modes of Learning

Personal Learning

Outcomes:
Motivating and impactful individual learning plans informed by insight and reflection

Ingredients:
Student led data informed
Parents/carers engaged
Planning and review cycle

Foundational Learning

Outcomes:
Accuracy and Fluency in basic skills and foundational knowledge

Ingredients:
Hierarchical / stepwise scope and sequence
'Errorless' learning
Self paced - many learning trials
Interleaved content (old with new)
Short frequent sessions

Collaborative Learning

Outcomes:
Embedding and application of knowledge and Core Learning Skills

Ingredients:
Authentic tasks/challenges: design, make, report
Collective product
Plan-do-review cycle
Extended (sets of) sessions

Conceptual Learning

Outcomes:
Students build and can articulate cognitive schema that connect ideas and skills in sophisticated ways

Ingredients:
Thematic, connected content
Trial and error
Thinking tools: compare, contrast, extrapolate
Student metacognition
Longer sessions

Our blended learning model combines the best features of in-person instruction (including direct instruction) and technology innovations to create a customized, dynamic and engaging learning environment for diverse learners in order to prepare them to reach their full potential and positively shape the world. Features include:

- *eCourses* that utilize videos, podcasts, interactive activities, complementary printable textbooks, messaging, digital notebooks, forums, blogs, and more.
- Instruction that can be adapted to each student's needs and interests.
- Modular lessons that contain only one or two objectives, to keep students focused and allow for individualized learning.
- A unique daily assessment and tracking system allows immediate intervention when students fall below school-defined achievement levels.
- Content that is aligned to national and state standards.
- Rotation model where students rotate between learning modalities, including *eCourses* (online learning), small-group and/or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. The students learn at a brick-and-mortar campus. (See figure below)
- Full solution – the blended model will cover all facets of implementation and operations, including professional development, technology support, administration training and support, and parental access and support.

The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.

Blended Learning 'Rotational' Model
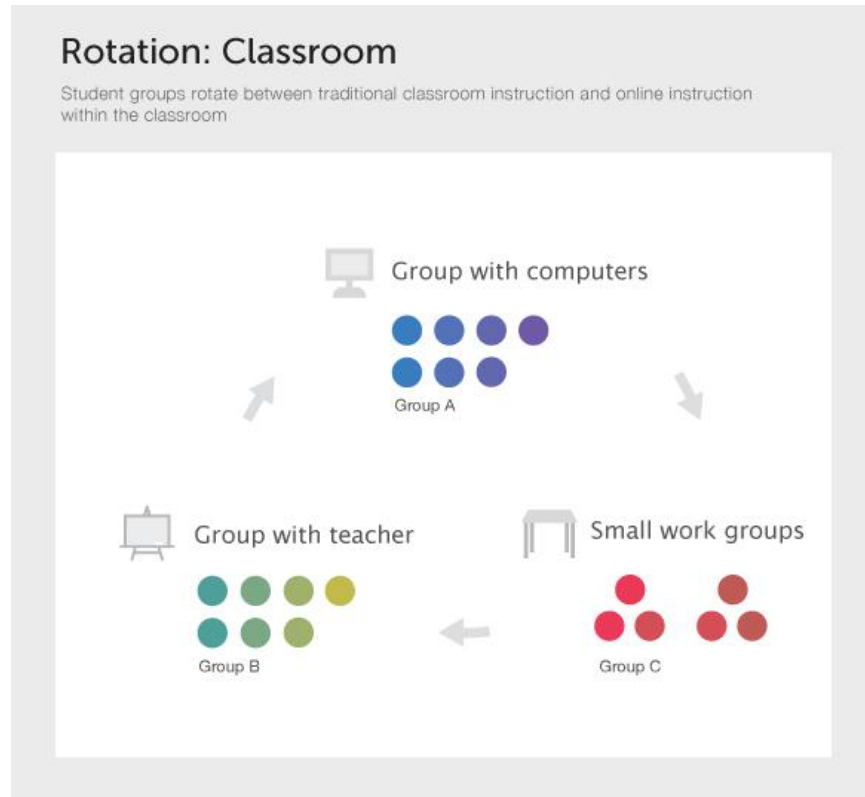
Our rationale for utilizing a blended learning model arises from EdisonLearning's experience of working with at-risk student populations. These students often have academic deficits; limited at-home resources; and a need for a strong motivational, relational, and relevant approach to learning, all of which require a balance of in-person and digital resources. It is important not to over-rely on technology, as too much reliance (as is often the case in a flipped model) can create equity and relational issues. Conversely, too great of an absence of technology can create motivational and relevancy challenges.

Additional considerations for the EdisonLearning blended model include:

- Scalability: the model is an effective model for schools that may be classified as failing or in turnaround, as well as schools that are classified as average or high performing.
- Educational Context: the model takes into consideration the challenges of many urban districts, such as larger percentages of the students qualifying for free and reduced lunch, significant ELL populations, and varying levels of administrative and teacher competency.
- Change Management and Capacity Building: the unique "on-the-ground" circumstances may require that the blended model be implemented in stages after specific milestones have been achieved at the school, so that a "full" blended implementation will be successful throughout a school and/or district.
- Technology and Individualization: the model leverages the best learning now available through technology, as this gives the scope to individually meet the needs and challenges of all learners, by

personalizing the learning experience to them. Classrooms are stuck in a resource deficient, 19th century model; EdisonLearning wants a resource rich 21st century learning experience for all students.

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

Question #1: Description of Culture

Q. 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?

In order to provide a challenging, enriching, and meaningful learning experience for all students, New Life Academy will create a welcoming, safe environment that is conducive to learning, sets consistent expectations for positive and respectful behavior, and promotes academic excellence, civic responsibility, character development, leadership, and confidence, as well as a love of and appreciation for learning.

This goal has as its foundation a set of **Core Values** that set expectations for the interpersonal interactions, decision-making, and instructional and operational services that define the school. The eight Core Values are **Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity**. All the community codes, expectations and programs that comprise the school will be informed by and compatible with these core values.

New Life Academy will also create a culture that promotes a number of **Core Competencies**:

- **High Student Performance** driven by quality practices in pedagogy, curriculum and assessment for learning.
- **Healthy, Safe, Orderly and Caring Learning Environment** where students, parents, and teachers feel safe, secure, and connected, enabling effective decision-making and lifelong learning.
- **Quality Teachers, School Leaders and Staff** who create a positive work environment in a self-renewing organization.
- **Committed Family, Community and Business Partnerships** that provide additional, individualized support to students and their families as students strive to reach their learning goals and post-secondary aspirations.
- **Effective and Efficient Operations** that provide the high-quality business services that are essential to the educational success of students.

To maintain this culture, New Life Academy will have systems in place to allow both students and staff to focus on achievement, not on the discipline of students. In addition, the school will ensure that all spaces are organized to support learning, relationship-building, and culture-building activities rooted in a shared Code of Conduct, which we adopted from CPS (please see appendix 2.1.b Policies for Promotion)

EdisonLearning will work with the New Life Academy principal and staff to design and implement a comprehensive school-wide initiative that articulates the Code of Conduct and aligns it with our discipline policy, school-wide routines and procedures, and Core Values (wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity) to ensure that students feel safe, respected, and capable of meeting high expectations, both academically and behaviorally.

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Success will be measured quarterly against the implementation scope and sequence and annually against the EdisonLearning implementation milestones which address all areas of the implementation. In addition, attendance data will be tracked to measure for increased student attendance, and structured class-learning forums will enlist students in the feedback process.

Classroom Expectations

New Life Academy is committed to creating and maintaining a positive learning environment that encourages cooperation, fosters creativity, and nurtures students in taking the risks involved in learning. All New Life Academy students will be expected to understand and comply with the Code of Conduct so that our classrooms will be places where all students are successfully engaged in learning activities and teachers are actively connected with each student's learning. Students will feel comfortable and welcome to take learning risks and will be guided towards positive interactions with all students and staff.

Evidence of success will include:
- Students and teachers are actively engaged in learning activities, conversations.
- Code of Conduct and Core Values are referenced and exemplified by teachers and students.
- Transitions between classrooms are safe, quick, and orderly.
- All teachers reference high expectations for all students.
- Classroom rules reflect the Code of Conduct and are short, generic, and positive.
- Students and teachers are focused on learning tasks rather than on behavior or discipline.
- Teachers and students exhibit evidence that learning activities are highly engaging, using Web 2.0 and other technologies, as well as experiential learning opportunities whenever possible.

Staff Expectations

All New Life Academy staff will also be expected to comply with and support the Code of Conduct. New Life Academy will therefore be a school where students can learn, want to learn, and WILL learn. All staff will abide by the same Code of Conduct regardless of the role they have in the school. All administrators, teachers, and support staff are expected to actively engage in professional growth opportunities, model collaboration, embrace consistent implementation, and contribute to the improvement of the school. They are expected to model professional behaviors and language and to actively engage in making the *entire* school better – not only their own spaces. They will regularly review all physical spaces against a physical spaces expectations checklist and will work towards exemplary implementation.

New Life Academy staff will regularly and routinely show they value students and are there to support student achievement of academic and personal goals. All staff will serve as Mentors/Learning Coaches for daily **Homebase** where they implement Our Meeting and Class Learning Forums that lead to school-wide Student Learning Council activities (for more on these support strategies, see 2.4b, Question #2.) All students have opportunity to join separate group mentoring activities for boys and girls that focus on gender-related issues that affect achievement of educational and personal goals.

Evidence of success will include:
- Staff model core values, Code of Conduct, and actively embrace new techniques and strategies.
- Staff exhibit pride in the overall transformation of the school.
- 100% proficiency on the physical spaces expectations checklist.

- 100% implementation by Learning Coaches of Our Meeting and Weekly Class Learning Forum.
- Quarterly Student Learning Council meetings that directly impact learning-related decisions.
- 30% of students participate in group mentoring activities.
- 80% of students feel valued by school staff and feel their voice is valued during learning conversations.

Question #2: College Readiness Supports

Q. 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?

College and career readiness is an important component of the New Life Academy experience. The overall non-academic goal of New Life Academy is to promote strong character in students through the building of curiosity, leadership, perseverance, and concern for others so students will successfully follow their career or college paths.

At New Life Academy students learn the value of community engagement and development and how interactions with community members can help them to identify and pursue their college and career goals. Students will work with community members to explore careers and college options and to develop skills and create goals to support their passions. Whether learning chemistry, economics, or music, students have opportunities to weigh critical and moral issues and to practice the essentials of good character – skills that will prepare them for college and life.

In order to ensure that every student is prepared for college, a college-bound culture permeates every aspect of New Life Academy's learning environment. The college-bound culture will be embedded within the core curriculum.

Evidence of success will include:

- Implementation of career and college readiness theme. Students will have regular opportunities to participate in integrated units of study, special courses and extra-curricular activities related to the theme. These activities related to the theme will be available to all students every semester.
- Students will master the academic content knowledge and skills required to move up to the next grade level so that they will one day successfully graduate from a competitive college or university.
- All students at the high school level will have a one-on-one college planning meeting with a counselor.
- A college-going culture will be incorporated into the Our Meeting conversations in middle school and high school (see 2.4b, Question #2 for more a description of Our Meeting).
- 25% of students will have completed a college visit by their junior year.
- 40% of students will have completed a college visit by their senior year.
- 80% of senior students will have completed their FAFSA by March 1st of their senior year.
- 60% of students will be accepted to a 4-year school, a 2-year school, the military, or a trade school by June 1st of their senior year in year one.
- All students will take a career assessment by their junior year.

- Students can identify and speak to each core value including displays related to the Core Values, and featured student work that is visible throughout the school.
- All students will participate in some level of community-service and/or school-service activities during their educational experience at the school. Opportunities will be connected to the curricular theme of the school and tailored to students' ages, interests, and ability levels. Levels of participation will be established over time in conjunction with school, student and staff, and community input.
- Students will actively contribute to Our Meeting conversations and activities.

Question #3: Post-Secondary Tracking (if proposing a high school)

Q. 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.

Counselors at New Life Academy will track student/alumni college acceptance and persistence rates.

Question #4: Student Profile

Q. Describe the anticipated social, emotional, and physical health needs of the targeted student population.

The students in the Grand Crossing community face issues consistent with generational poverty, a lack of school resources and low morale. Additionally, teen pregnancy rate is high. To address the physical health needs, the former principal began a conversation with Jackson Park Hospital to develop an in-school clinic wherein students, parents, and the community could receive basic medical services. This conversation was three years ago, and the need for healthcare is still great.

There are certain environmental factors that make a child more vulnerable to social, emotional and behavioral problems. Neighborhood characteristics, family income, maternal risk factors and family history of mental illness are all factors that impact a student's success. These behavioral problems generally manifest in a school setting in various ways – discipline problems, poor grades, attendance issues, aggression, anxiety, depression and hyperactivity. The students in the Grand Crossing community face issues consistent with generational poverty, a lack of school resources and limited parent engagement.

Question #5: Monitoring Non-Academic Needs and Growth

Q. 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?

As part of our Student and Family Support Strand, New Life Academy will have a student support system that identifies the current needs of all students through the use of data and mechanisms to positively impact teacher skills, meet every student's needs, and ensure effective planning, delivery, and capacity building. Universal screening (as outlined below, in section 2.1b, Question #8) will be used to identify students' social, emotional, and physical health needs in kindergarten through grade 8 and to identify students at risk of not completing school in four years at the secondary level.

This screening will be given to all students at least three times a year for behavior and the academic areas

of reading, math, and writing. After each screening, the school's Student and Family Support (SAFS) Team (see 2.1b, Question #6) will collaborate with the school's Achievement Team (see 2.1b, Question #8) to analyze all assessment data, design and implement core and supplemental interventions, revise interventions, and coordinate assignments to tiered interventions for each grade level. Any students identified as "at risk" are closely monitored to plan for the most effective interventions that will increase their learning.

The school will identify ELL students through the Home Language Survey issued by the State of Illinois. Parents will complete the survey for each child during enrollment at the beginning of the school year and it will be used to identify students who may have a limited English proficiency. Limited English Proficient students will be enrolled upon presentation of a local address and   proof of immunization. Once students are enrolled, they will complete the WIDA Access Placement Test that will show their proficiency levels. Each student's number of hours of ELL instruction will be provided in accordance with the guidelines for the appropriate level with non-English speaking students receiving the most hours of instruction per day.

Question #6: Social, Emotional, and Physical Health Supports

Q. 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.

Some students at New Life Academy will require an intensive support program that involves high levels of family and community involvement and resources. The EdisonLearning model is designed to support at-risk students, including but not limited to the following:

- Students with chronic attendance problems
- Students who are expecting mothers
- Students with intensive behavioral/emotional needs
- Students who are more than a year behind in credits earned
- Students with excessive absences due to involvement in judicial system
- Students who are homeless

The schools that EdisonLearning has historically partnered with have high minority, ELL, and free and reduced lunch populations. The Student and Family Support (SAFS) Team is one element of the EdisonLearning Five Strand Design that can assist students and families in accessing wraparound services. The SAFS team is a school-based team that supports students in need of Tier 3/intensive intervention. The SAFS Team will meet to discuss the needs of students on a regular basis and will typically consist of the following individuals:

- Lead teacher
- Guidance
- Social Worker
- School Psychologist
- Administration
- Student
- Parent(s)

- Community agency representative(s)
- Curriculum Coordinators (if academic concern)
- Others as needed

Each grade-level Extended Achievement Team will meet quarterly to review student progress and design core and supplemental interventions. Assistance from the SAFS Team will be sought when students do not respond favorably to supplemental interventions. The SAFS Team will determine the level of intervention needed for the student to make adequate progress toward academic and non-academic goals.

Question #7: Approach to Behavior and Safety

Q. 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.

The faculty and staff at New Life Academy are dedicated to the academic and social growth of all students and place a strong emphasis on establishing a safe and orderly learning environment. Through the collective work of teachers, parents and administrators, students learn that problems are solved through open discussion, acceptance of the opinions of others, and through personal responsibility. Each student agrees to live and work by the school's Code of Conduct and Core Values – Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity. The Core Values are expected to be modeled in all interactions among members of the school community and taught directly to students. Building strong character is fundamental to creating a positive learning environment and is a hallmark of EdisonLearning partnership schools.

Discipline at the school is understood to be positive efforts to teach and reinforce expected behaviors and to help young people learn that they are responsible for their actions. While it may be necessary on occasion to impose appropriate consequences should a student choose to behave in a manner that violates school policies, our discipline model consistently emphasizes prevention and is based on a system of behavior supports designed to minimize anti-social behaviors.

The discipline model includes:
- That all students know and demonstrate expected student behavior and respect for persons in authority.
- Direct teaching of the Code of Conduct.
- Consistent use of positive incentives to reinforce expected student behaviors.
- A school-wide effort on identifying, resolving and preventing student discipline problems.
- Students acquiring skills in conflict resolution and problem solving.
- Students developing and demonstrating a positive attitude, self-discipline, and socially acceptable behaviors.
- Communicating to students, teachers, parents and the community that unacceptable behavior will not be tolerated.

Positive Reinforcement

New Life Academy strongly believes that the key to a successful school environment is acknowledging students for their hard work, effort, and success both behaviorally and academically. Each teacher and

staff member is trained, encouraged and reminded to constantly catch students behaving according to the Code of Conduct and working toward their potential. Students are acknowledged for exhibiting positive behavior choices throughout the school. The following are some of the ways the teachers and staff acknowledge students.

- Verbal Praise
- Positive notes on their assignments
- Phone calls home
- Special class assignments or parties
- School wide socials
- Lunch or dinners, or one on one time with teachers or staff
- Specific rewards
- Extra privileges

Corrective Actions

Student disciplinary offenses are defined as those actions or inactions that violate the school's Code of Conduct or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

A disciplinary violation may occur while the student is at school and/or on school property; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation to and from school or a school-sponsored activity conduct off school grounds; and while using school-owned computers, offline and online.

School-related disciplinary offenses may also include misconduct outside the school that reasonably could affect the school.

School administrators will use their professional judgment in determining which disciplinary action will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student's age and maturity level;
- The nature and seriousness of the infraction and the circumstances which led to the infraction;
- The student's previous disciplinary record;
- The effectiveness of other forms of discipline;
- Information from parents, teachers and/or others, as appropriate;
- The student's attitude; and other relevant factors.

A member of the school's administrative staff, a teacher or other school staff member who has students in his or her charge may take disciplinary action in addition to suspension or expulsion that is necessary to ensure a safe, orderly, and effective educational environment. Disciplinary action taken under these circumstances includes, but is not limited to:

- Notice to parents in the form of a letter or a phone call.
- Placement on daily report
- Temporary assignment or restrictive class setting.

- Loss of privileges, including, but not limited to trips, dances other extracurricular activities such as athletic, club or non-instructional programs, or graduation ceremonies.
- Detention: A teacher may detain a student after school for misconduct, to make up incomplete work, or for additional instruction. Personal commitments and/or work schedules are NOT valid excuses to miss detentions. Detentions are not optional and failure to attend a detention will result in other disciplinary actions.
- Reassignment to another class.
- Consult/referral to student support personnel.
- Restricting extracurricular activities.
- A meeting between the teacher(s) and the student to discuss the student's behavior and expectations for improving his/her behavior.
- Mediation between the students involved.
- Confiscation of materials.
- Removal of a student from school sponsored transportation.
- Referral to the juvenile court having jurisdiction over the student.
- Student must replace, fix or pay for damaged property.
- Saturday Detentions
- Community Service:

   A. The Principal of the school may assign the student up to 120 hours of service with a non-profit organization operating in or near the community where the school is located or where the student resides. A Principal may not assign a student to community service unless the student's parent(s) or guardian approves of:

   - The non-profit organization to which the student is assigned
   - The Principal's community service plan for the student
   - NOTE: A student's parent(s) or guardian may request or suggest that a Principal assign a student to community service in lieu of expulsion.

   B. The Principal must make arrangements for the student's service with a non-profit organization including:

   - A plan for the service that the student is expected to perform.
   - A description of the obligations of the non-profit organization to the student, the student's parents, and the school corporation where the student is enrolled.
   - Monitoring of the student's performance of service by the Principal or the Principals designee.
   - Periodic reports from the non-profit organization to the Principal and the student's parent(s) or guardian of the student's performance of the service.
   - NOTE: The non-profit organization must obtain liability insurance in the amount and type specified by the school corporation where the student is enrolled that is sufficient to cover liabilities that may be incurred by a student who performs service under the Student Discipline Code.

Assignment to community service suspends the implementation of the student's suspension or expulsion. A student's completion of community service to the satisfaction of the Principal and the non-profit organization terminates the student's suspension or expulsion.

Blended Learning Code of Conduct

New Life Academy students are responsible for appropriate behavior on the school's computer systems, just as they are in a brick-and-mortar classroom or at a school event. Communications on the Internet are often public in nature. The use of the school-issued computer and computer systems is a privilege, not a right. Students should have no expectation of privacy when using the school's computer systems. The school may suspend Internet subsidy or deny the use of school computer equipment to any student who abuses that privilege.

Students are personally responsible for their actions in accessing and utilizing the school's computer resources. Students are advised never to access, keep, or send anything they would not want their parents or teachers to see. With regard to privacy, computer storage areas may be treated like the "traditional" school lockers.

Students should never download or install any commercial software, shareware, or freeware onto school computers unless they have documented permission from the technical support staff at New Life Academy.

Students should not use profane, abusive, or impolite language when communicating online. They should not access any materials that are in violation of school rules and policies. If students encounter such material by accident, they should report it to their parents immediately who should then contact New Life Academy with this information.

New Life Academy expects students to observe the following rules of online behavior:

- Students will only access the Internet for educational purposes
- Students will restrict their access to material deemed appropriate by staff and parents
- Students will use appropriate conduct toward others
- Students will observe and respect license and copyright agreements
- Students will keep passwords and personal information confidential.(Student names, telephone numbers, and addresses should not be revealed over the Internet.)

The following types of access are considered to be inappropriate uses:

- Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination
- Using the access for illegal or prohibitive acts
- Attempts to access any resources that are restricted, confidential or privileged
- Posting chain letters
- Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment
- Granting Internet or Network access to unauthorized persons intentionally or unintentionally, or failing to notify a teacher or administrator if you suspect someone of using your password
- Posting personal contact information
- Agreeing to meet someone met online without parental approval and under the supervision of a teacher or authorized adult
- Attempts to disrupt access

- Causing damage to or changing function, operation or design of the technology
- Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening language
- Harassing another person
- Posting false or defamatory information
- Plagiarizing information found on the Internet
- Disregarding the rights of copyright owners on the Internet
- Posting Web pages without the consent of a teacher or authorized adult
- Buying or selling any products or services

Parents must monitor their children's compliance with these standards. Students who violate these standards may face a loss of Internet access, the loss of school-owned computer equipment, other disciplinary measures, and/or legal action.

Acceptable Use

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources. Students must:

- Respect and protect the privacy of others.
- Use only assigned accounts.
- Not view, use, or copy passwords, data, or networks to which they are not authorized.
- Not distribute private information about others or themselves.
- Respect and protect the integrity, availability, and security of all electronic resources.
- Observe all network security practices, as posted.
- Report security risks or violations to a teacher or network administrator.
- Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
- Conserve, protect, and share these resources with other students and Internet users.
- Respect and protect the intellectual property of others.
- Not infringe copyrights (no making illegal copies of music, games, or movies).
- Not plagiarize.
- Respect and practice the principles of community.
- Communicate only in ways that are kind and respectful.
- Report threatening or discomforting materials to a teacher or Advisor.
- Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
- Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Not use the resources to further other acts that are criminal or violate the school's code of conduct.
- Not send spam, chain letters, or other mass unsolicited mailings.
- Not buy, sell, advertise, or otherwise conduct business unless approved as a school project.

Students may, if in accord with the policy above:

- Design and post web pages and other material from school resources.
- Use direct communications such as IRC, online chat, or instant messaging with a teacher's permission.
- Install or download software, if also in conformity with laws and licenses, and under the supervision of a teacher, advisor, or New Life Academy support staff.
- Use the resources for any educational purpose.

Consequences for Violation

Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Every school-issued computer is preinstalled with an Internet content filter pursuant to federal regulations. The filter is not to be removed because it blocks access to sites deemed inappropriate as well as sites that have no educational value. Social networking sites, pornography, gambling, and proxy sites are blocked through the filter. Uses of instant messenger applications are not permitted on the school computers and are also blocked.

Parents must monitor their children's compliance with these standards. Students who violate these standards may face a loss of Internet access, the loss of school-owned computer equipment, other disciplinary measures, and/or legal action.

Disciplining Students with Disabilities

New Life Academy will abide by all procedures set forth by the State of Illinois regarding discipline for students with disabilities. The school will develop appropriate and legally-based disciplinary procedures. The Code of Conduct shall apply to all students unless a student's IEP specifically provides otherwise.

New Life Academy will ensure that the parents and the student with a disability receive notice of the rules and regulations applicable to students with disabilities with respect to behavior management, discipline and suspension/expulsion upon the student's entry into a special education program or at the annual IEP review.

Administrative personnel at New Life Academy may remove a student with a disability who violates a code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days during a school year. Should a student with a disability be removed from his or her current placement for more than 10 consecutive school days, the student will continue to receive educational services, so as to enable the student to continue to participate in the general educational curriculum, although in another setting, and

to progress toward meeting the goals set out in the his/her IEP.

Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of conduct (i.e., more than 10 days of suspension), a Case Conference Committee will convene to review all relevant information in the student's file, to determine whether the conduct in question was a manifestation of the student's disability (i.e., the conduct in question was caused by, or had a direct and substantial relationship to the student's disability). When the conduct in question is found by the Case Conference Committee at New Life Academy to be a manifestation of the student's disability, the Case Conference Committee will conduct a functional behavioral assessment and develop a behavioral intervention plan to support the behavior(s) that led to the suspensions. Furthermore, the student will be returned to the placement from which they were removed (unless the parent and the school agree to change the student's placement as part of the behavior intervention plan). If the behavior that led to the suspensions is found not to be a manifestation of the student's disability, the school may apply disciplinary procedures as those that would be applied to a student without a disability as long as the student continues to receive the appropriate services.

Question #8: Behavioral Interventions and Supports
Q. 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.

Students at New Life Academy who are not meeting academic and/or behavioral performance standards will be supported by a 3-Tier Response to Instruction (RtI) model. Interventions will be provided in a standards-based learning environment to maximize the learning for all students, including students eligible for special education services and English Language Learners. The following paragraphs describe essential components of the RtI model such as universal screening, tiered interventions, data-based decision making, and progress monitoring.

Universal screening

The Early Warning Systems (EWS) from the National High School Center will be utilized to identify students who are at risk of dropping out. Readily available school data on attendance, GPA, credits, course failures, and behavior will be analyzed after each grading period by teacher teams to determine the effectiveness of core academic and behavioral programs and to identify students who demonstrate behaviors that are highly correlated with dropping out of school. EWS will be used in the middle grades as well as grades 9-10.

Additionally, benchmark assessment data will be collected throughout the school year and used by teacher teams to determine proficiency on end-of-year standards. Core instructional interventions as well as individual student interventions will be designed and implemented accordingly. Along with the monthly benchmark assessment data, teacher teams will have the data from the

Tiered Interventions

Tier I support is provided in a standards-based classroom and consists of flexible grouping for differentiation, strategic use of technology and on-line learning, and universal screening throughout the school year. The effectiveness of the core academic program will be reviewed at least three times during the year and interventions will be designed and implemented by grade-level teacher teams. Grade-level teacher teams will design, implement, and monitor targeted interventions for students who need instructional and/or behavioral support in addition to the core programs. Examples of these

Tier II supports are social skill groups, small group instruction on previously taught standards, and computer-based reading and/or math intervention programs.

New Life Academy will provide more intensive and individualized problem solving supports for students who do not respond favorably to Tier II interventions. A school-based team will analyze academic and behavioral performance and conduct diagnostic assessments to design an individualized intervention for the few students who require this level of support to make academic and/or behavioral progress. Students receiving this level of support will still have access to the core instructional program but may also require curricular and instructional resources that will allow for a more a narrow and personalized focus of instruction. A multidisciplinary problem-solving team will drive the support process for these students. A referral for special education services may be required for a small number of students who require the resources of special education (e.g., individual learning goals, specially-designed instruction, accommodations, related services, etc.) to access their educational program.

Data-based Decision Making

Decisions on when to provide grade-level, classroom, group, and/or individual student interventions will be made by teacher teams with the support of various support personnel such as curriculum coordinators, administration, guidance counselors, and school psychologists (when necessary). The EdisonLearning design includes grade-level teams that are commonly referred to as "Achievement Teams." These Achievement Teams meet weekly to plan units of instruction, discuss student needs, develop instructional resources, and analyze embedded assessments. Achievement Teams provide the nucleus for more sophisticated and intensive problem solving.

Universal screening will be completed shortly after each grading period. Support personnel will join up with Achievement Teams to form "Extended Achievement Teams." Extended Achievement Teams are a major structural component of the EdisonLearning 5 Strand Design. Extended Achievement Teams will be responsible for designing and implementing core academic and behavioral interventions as well as identifying students who need supplemental instruction/intervention. Extended Achievement Teams will monitor the progress of students receiving supplemental instruction/interventions to determine the student's responsiveness to the interventions.

The Extended Achievement Team, after a thorough analysis of student performance and implementation data, will determine whether the school-based student support team needs to provide more intensive problem-solving services. The school-based problem solving team, referred to as the Student and Family Support (SAFS) Team, is comprised of lead teachers, curriculum coordinators, guidance personnel, a special education coordinator/representative, administration, the student and his/her parent(s), and other individuals as necessary. This team is responsible for (1) building the capacity of Achievement Teams to provide core and supplemental problem solving through the structure of Extended Achievement Teams and (2) providing problem solving services to the few students who require intensive interventions.

All teams will follow decision rules that allow them to efficiently allocate instructional and intervention resources. The primary goal is for the core instructional program to meet educational and behavioral needs of at least 80% of students as measured by standardized assessments, EdisonLearning benchmark assessments, universal screening data, and the data from EWS. Extended Achievement Teams will review progress for their respective grades, establish goals for the core instructional program, and design interventions that will accelerate the learning of all students. Supplemental and intensive interventions will be provided for students who do not demonstrate a positive response to core

interventions (i.e., approximately 20% of students). EWS has established thresholds for attendance, academic, and behavioral data that will reliably identify students who need intervention support in order to stay on track for graduation with their grade cohort.

Question #9: Monitoring and Evaluating Behavioral Interventions and Supports

Q. 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?

Student Individualized Education Plans (IEPs) at New Life Academy will be reviewed at least annually and updated accordingly. IEPs will include a statement on the student's present levels of academic achievement and functional performance. Additionally, all students at New Life Academy with IEPs will have annual academic and functional goals that will, as appropriate, be related to the content standards through the general education curriculum. These measurable annual academic and functional goals will describe for parents and service providers at New Life Academy the expected level of achievement specific to each goal. Benchmarks or short-term objectives will be developed for each academic and functional IEP goal. Case Conference Committees at New Life Academy will determine how the student's progress toward the annual academic and functional goals will be measured and how the student's parents will be regularly informed of their student's progress toward these goals. IEPs will also include a statement of the special education and related services and supplementary aids and services that shall be provided for each student with an IEP, or on behalf of the student, and an explanation of the extent, if any, to which a student with an IEP will not participate with nondisabled students in the general education class and in extracurricular and nonacademic activities. All students with IEPs who are in 9th grade or by age 14, whichever comes first, will have postsecondary transition goals included in their IEP.

All students with IEPs will participate in Case Conference Committees at New Life Academy and will be provided with the accommodations necessary for such participation.

IEPs at New Life Academy will include the signatures of those persons who participated in the meeting to develop the IEP. A copy of the signed IEP, as well as written notes setting forth agreements with respect to the IEP as determined by the Case Conference Committee, will be provided to the parents at the conclusion of the meeting. The original IEP with signatures and meeting notes will be maintained in the student's confidential folder, which will be maintained in a secure location.

Question #10: Communication of Behavioral Expectations

Q. How will expectations for behavior and corresponding consequences and rewards be clearly communicated to students and families?

All students at New Life Academy and their families will receive a copy of the school's Code of Conduct. The culture of the school will be one wherein the Code of Conduct and the school's Core Values are referenced often by teachers. Moreover, classroom rules will reflect the Code of Conduct and will be short, generic, and positive so that they can be communicated clearly to students.

Classroom rules and the Academy's Core Values will be emphasized in students' visual learning

environments, tracked on data walls, and communicated during assemblies. The rules and values will also be revisited during student-led conferences.

Question #11: Exclusionary Discipline

Q. 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?

New Life Academy will utilize the definitions and procedures of in-school suspension, out-of-school suspension, and expulsion as outlined in the adopted CPS Code of Conduct:

Skill-Building In-School Suspension

A skill-building in-school suspension is the removal of a student from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

A student in grades third through twelfth may be assigned a skill-building in-school suspension if:

1) Skill-building in-school suspension is listed as an available consequence for the SCC behavior category, and

2) The student was informed of the his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and

3) A copy of the misconduct report (generated in IMPACT) was provided to the student's parents/guardians.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension.

A student in grades third through twelfth may be assigned an out-of-school suspension if:

1) Out-of-school suspension is listed as an available consequence for the SCC behavior category, and

2) The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented in IMPACT, or

3) The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in IMPACT, and

4) The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and

5) A copy of the misconduct report (generated in IMPACT) was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school.

Out-of-school suspensions are excused absences. The principal must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with approval. The student's attendance will still be marked as suspended. Any other exceptions to the out-of-school suspension guidelines must be approved.

EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES

Request for Expulsion Hearing
• Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.

• If a student's inappropriate behavior falls within Group 5 of the SCC (see Code of Conduct in appendices), a school principal *may* request an expulsion hearing for the student. A school principal may also request assignment to an intervention program.

• If a student's inappropriate behavior falls within Group 6 of the SCC, a school principal *must* request an expulsion hearing for a student in 6th through 12th grade or for any student violating section 6-1; a school principal *may* request an expulsion hearing for a student in 5th grade or below committing any other Group 6 behavior.

• The CEO's designee will review the expulsion hearing request and determine whether to refer the student to the Law Department for an expulsion hearing, assign the student to an intervention program, or refer the student back to the school for intervention/support.

Emergency Assignment to Interim Alternative Education Setting

• Students who commit Groups 5 or 6 misconducts (see Code of Conduct in appendices) may be assigned to an interim alternative education setting on an emergency basis ("emergency assignment") while a request for an expulsion hearing is pending without being given the opportunity for a hearing before an independent hearing officer.

• Requests for emergency assignment must be approved, facilitated, and implemented by the CEO's designee. The CEO's designee may request additional information when considering requests for emergency assignment.

• General education students may be placed in an interim alternative education setting if their presence at the home school poses a continuing danger to people or property, or an ongoing threat of disruption to the academic process. The student will be assigned to the Safe Schools Alternative Program until the expulsion final determination is issued.

• Students with disabilities may be placed in an interim alternative educational setting for a maximum of 45 school days, even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability. Students with disabilities may be referred for emergency assignment when in possession of weapons or drugs, or for inflicting serious bodily injury on another person while on school grounds or at a school-sponsored event. The parent or legal guardian may request a due process hearing to challenge the emergency assignment.

Expulsion Hearing Procedures

• The Law Department will schedule expulsion hearings and send parents/ guardians a notice letter. The notice will provide a description of the incident, the date of the incident, the SCC inappropriate behavior code(s), and the place, time and date

for the expulsion hearing. The notice will be sent by registered or certified mail, or by personal delivery.

• Before the hearing, school principals are responsible for assisting the Law Department with case preparation by identifying witnesses and relevant documents, and reviewing all documentation regarding the incident to ensure it is complete, accurate, and properly written.

• The hearing will be conducted before an independent hearing officer. The Chief Executive Officer's representatives will call witnesses to testify and introduce documents regarding the incident. The student may also call witnesses to testify and introduce documents regarding the incident.

Expulsion Final Determination

• After the hearing, the hearing officer will make a recommendation for intervention or discipline, up to expulsion for a set term of two calendar years.

• The hearing officer's recommendation may be modified on a case-by-case basis by the Chief Executive Officer or designee.

• If a student is expelled, alternative program placement may be offered for the period of the expulsion.

• The hearing officer may recommend that the student attend an intervention program in lieu of expulsion. A recommendation to intervention is subject to approval by the Chief Executive Officer or designee. A student who is recommended for participation in the intervention program in lieu of expulsion but who fails to successfully complete the program shall be expelled.

• During a term of expulsion, students may not participate in extracurricular activities or school-sponsored events, with the exception of activities or events sponsored by the student's alternative program.

For more information on New Life Academy's definitions of and approach to exclusionary discipline, please see our CPS-adopted Code of Conduct in appendix 2.1.b.

Examples of responses to misbehavior that will be implemented prior to the use of exclusionary discipline include:

- Notice to parents in the form of a letter or a phone call.
- Temporary assignment or restrictive class setting.
- Loss of privileges, including, but not limited to trips, dances other extracurricular activities such as athletic, club or non-instructional programs, or graduation ceremonies.
- Detention. A teacher may detain a student after school for misconduct, to make up incomplete work, or for additional instruction. Personal commitments and/or work schedules are NOT valid excuses to miss detentions. Detentions are not optional and failure to attend a detention will result in other disciplinary actions.
- Reassignment to another class.
- Consult/referral to student support personnel.
- Restricting extracurricular activities.
- A meeting between the teacher(s) and the student to discuss the student's behavior and expectations for improving his/her behavior.
- Mediation between the students involved.
- Confiscation of materials.

Prior to expulsion, the principal may choose to assign the student community service (please see 2.1b, Question #7 for more information on our protocol for assigning community service).

Question #12: Due Process

Q. 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.

School administration at New Life Academy will work to expeditiously resolve all signed, written complaints from parents of students with IEPs regarding the provision of special education and related services. The school administration will monitor closely the complaints, mediation, and impartial due process hearings to ensure that these timelines are met accordingly. Parents will be provided a copy of their procedural safeguards when a written complaint is submitted to the State of Illinois or when parents request mediation or an informal due process hearing.

Question #13: Parent Engagement
Q. How will the school communicate expectations about the school's mission and vision, culture, to families? How will the school engage parents and caretakers in their child(ren)s' education? Outline any requirements for parents' involvement in their students' education. Discuss strategies to provide clear and consistent communication to parents about their students' progress throughout the school year, including parents who do not speak English.

On an operational level, the school will establish a Parent Advisory Council (PAC) as an opportunity for parents to become informed about and engaged in curricular, co-curricular, and extra-curricular activities and to develop strategies for continuous school improvement. The PAC will meet regularly to discuss school issues and hear families' concerns and suggestions. The PAC will provide assistance as needed to support school-wide goals, communicate the concerns and ideas of families, and contribute to policy decisions. The PAC will also provide ideas, suggestions, and recommendations to support improvement in the school, including strategies for improving parent-school relationships. A representative from the Student Council will assist the PAC.

The school will involve the parents and community members in the school in the following ways:

- Parents will sign a commitment to support his/her child and the educational mission of the school. These parental commitments include ensuring that his/her child is at school and on time each day. It also outlines expectations that the parent is helping with homework and ensuring that it is complete, reading with his/her child each night, assisting his/her child in contacting the teacher regarding any problems or questions on an assignment, providing a quiet place with light for his/her child to study at home, and being available to meet with the teachers at home or at school if the need arise.

- Parents/guardians will contribute a minimum of five hours/quarter of volunteer service at the school. The school will ensure that these opportunities are varied and available during the day, evening and weekends to accommodate busy family schedules.

- Additionally, parents agree to support their children in community service projects such as collecting donations for school families and neighbors affected by house fires or other similar

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tragedies, donations for servicemen and women, and programs such as Neighbors Helping Neighbors.

- Other ways to build community pride include:

    - Create mentoring program for kids;
    - Be involved in community, inviting community members to the school;
    - Hold some school meetings in community facilities, churches, etc.;
    - Create a volunteer and alumni newsletter;
    - Be respectful of cultural and educational differences that may exist;
    - Treat parents as full partners and active participants in the educational process;
    - Partner students with civic associations resolving neighborhood issues;
    - Seek two-way outreach opportunities with senior citizens in the area;
    - Organize tours of the school;
    - Maintain a wall of honor to showcase distinguished visitors and volunteer alumni;
    - Set up a voicemail service to provide news, scheduled events and directions;
    - Create a volunteer newsletter.

Engaging Non-English Speaking Parents

EdisonLearning's mission for Family/Parent Engagement aligns with Chicago Public Schools' mission to: "listen and respond to community concerns and enlist the participation of families and community stakeholders in dialogue pertaining to the quality of schools and improvement of educational choices for our children." EdisonLearning strives to engage parents and families in authentic, mutually beneficial ways. Some of New Life Academy's engagement activities include but are not limited to the following:

- Family/Parent Conferences at the beginning of the year to identify individual needs and best modes of communication
- Quarterly conferences to review student academic progress and social-emotional development
- Parent/Family Training Workshops on Literacy, Technology and other identified areas of need for the community
- Family/Parent Coordinator who serves as a liaison between the school and families. The coordinator can provide translation support and also provide the family with community resources. (This position can be a budgeted part-time or full-time position but could also be a volunteer position that parent(s) serve in.)
- Outreach and joint partnerships with community organizations and other community stakeholders to create programs of support for students.
- All parent/family communication letters, phone calls, conferences will be offered in parents' native language using translation services.
- School events will have translator(s) present for parents/families.
- Parents/families of students with IEP's will be provided the IEP documents in their native language. Translation services will be documented in the IEP

Question #14: Parent Resources

Q. Describe any programs or resources that the school will provide specifically for parents or caretakers. Will school

staff or external organizations provide these services? How will the costs of services be covered?

EdisonLearning currently manages four Magic Johnson Bridgescape Academies in the Chicago area with the fifth opening in the fall. The students enrolled in these academies and the parents supporting these students have the same social and emotional needs of students that will be enrolling from the Grand Crossing community. In order to support New Life Academy students, the leadership team will rely on relationships with non-profit and community organizations that have been already been established for the Magic Johnson Bridgescape Academies. A list of those organizations are provided below. These organizations provide support for both students and parents dealing with difficult life challenges.

- SOAR Center (Student Outreach And Reengagement)
- Guide Right Organization: Attendance and Truancy Services
- Minorities in Science and Engineering Improvement Program (Kennedy King College): Prepares students to successfully pursue a post-secondary education in the STEM Fields (Science, Technology, Engineering, and Mathematics).
- The Beauty Project: Help young girls with self- esteem issues
- Chicago Cares: Aid Chicago youth in gaining volunteer Service Learning hours geared around homelessness, nature projects and helping senior citizens
- New Moms: We help break the cycle of poverty and change the future for young homeless moms and near-homeless families in Chicago.
- Legal Assistance Foundation: Provide free legal services in criminal matters to people living in poverty in metropolitan Chicago
- Metropolitan Family Services: Childcare services, WIC, Job Referrals and Birth control
- South Side Help Center: Male/Female mentoring, HIV Prevention Programs including HIV testing, Substance Abuse Prevention, Mental Health Counseling, Violence Prevention
- Chicago Cook Work Force Development: Employment
- Ladder Up: Assisting low-income students access resources for post-secondary opportunities
- Demoiselle 2 Semme: Community-based programming for girls on the far South side of Chicago
- The Chicago Urban League: Male mentoring
- My Sister's Keeper (MSK): Female Mentoring

In addition to the community resources, part of EdisonLearning's 5 Strand Design is comprised of Student and Family Support Systems (SAFS). The Director of Achievement is responsible for implementing the 5 SAFS professional development modules. These modules are designed to support staff members with implementing Extended Achievement Teams (EATs) and implementing a systematic school wide screening for behavioral problems. The modules also address ways to provide parents with support in addressing the social, emotional and behavioral needs of their student. Our educational model also employs our Core Learning Skills curriculum to support students in effectively managing their feelings, following directions, concentrating, relating to other children and to teachers, and strengthening their approach to learning.

Section 2.2.a. Experience and Track Record

Question #1: Experience and Roles

Q. Briefly describe the qualifications and experience of members of the design team and/or (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.

While the EdisonLearning organizational structure is divided into distinct departments, individual members from each department work cross-functionally and form the education design team. The following team members support the implementation and successful management of and EdisonLearning partnership school (full bios are provided in appendix 2.2.a).

- REDACTED

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.

EdisonLearning is an education management organization with nearly twenty-five years of experience developing and successfully delivering effectual educational solutions to schools and districts throughout the United States. As one of the pioneers of charter schools in the United States, EdisonLearning's tradition of innovation and education reform heritage brings a unique and unparalleled perspective to partnerships with schools, districts, organizations, and charter boards and authorizers.

With School Improvement and Turnaround engagements, EdisonLearning sends a team of education professionals to work closely with local staff to transform schools. The program operates with a whole school approach, combining professional development, curriculum support and a proven assessment system to target all components of the learning process. Here are some of EdisonLearning's success stories:

Charles R. Drew Charter School

Recognizing that a quality school was the key to a healthy, vibrant neighborhood, the East Lake Foundation, the Atlanta Board of Education, and parents in the community sought the assistance of Edison Schools to open Charles R. Drew Charter School - the city of Atlanta's first charter school – in August 2000. Since its inception, Drew has utilized Edison's educational model, leading it to become one of the highest performing schools in the area. Today, Drew's elementary grades (K-5) are ranked #1 in the Atlanta Public Schools, while its middle school grades (6-8) are ranked #3. In 2013, Drew was named "Georgia Charter School of the Year," and was recognized as one of the "25 Coolest Schools in America" by *Scholastic Parent & Child Magazine*.

Baltimore, Maryland Schools

In 1999, the State of Maryland assumed control of three of the worst performing schools in the City of Baltimore -- Furman Templeton, Gilmor and Montebello. After an extensive review process, then Maryland State Superintendent, Dr. Nancy S. Grasmick, asked EdisonLearning to manage these schools for five years. By 2006, the true testimony of EdisonLearning's positive outcomes in all three of the schools was

evidenced when the Maryland State Department of Education determined that EdisonLearning had fulfilled its contract to improve the schools, and the schools were to revert back to the Baltimore City Schools.

However, parents at the three schools came out in significant numbers to demand the continuation of the EdisonLearning program that was having a significant positive influence on their children's education. Therefore, the Baltimore City Public Schools established a partnership with EdisonLearning to continue working in the schools.

Key points showing improvement in the schools were:

- Reading proficiency increased 49 points: from 8 percent proficient in 2001 - to 57 percent proficient in 2008; Math proficiency increased 42 points: from 7 percent proficient in 2001 - to 49 percent proficient in 2008
- When EdisonLearning began, only 210 students across all three schools were proficient in reading. By 2008, 1095 students were proficient readers.
- In 2001, only 149 students were considered working at grade level in math. By 2008, 1035 students had mastered the skills necessary to be considered proficient.
- Montebello was one of the only schools in Baltimore City ever to be named as a Blue Ribbon School, an award given to academically superior schools that demonstrate dramatic gains in student achievement to high levels.

Providing her analysis of the work done by EdisonLearning, Dr. Grasmick said: "I don't know how many people involved in this know what those schools looked like before. The transition of the schools has been remarkable. EdisonLearning has changed the environment of the schools, and have certainly engaged parents in a way they had never been engaged before."

Turnaround Success in South Carolina

Four South Carolina schools that needed turnaround support in 2010-11 partnered with EdisonLearning under South Carolina's Palmetto Priority School initiative. During the brief two-year engagement, which concluded due to the elimination of funding, historic achievement gains took place at the schools.

- All four schools showed strong gains in math with average gains of 11 percentage points.
- The schools outperformed the comparable turnaround schools by meeting a greater percentage of AYP objectives - 81% of AYP objectives were met by Alliance schools vs. 63.5% of objectives met by the other turnaround schools.
- Bennettsville Middle School made historic gains in math. The school posted their largest gains in math since the inception of NCLB.

Nationally Recognized Charter and District Schools

EdisonLearning played a significant role in turning around the fortunes of two schools that resulted in each of them being recognized by the United States Department of Education as "National Blue Ribbon Schools".

- In Peoria (IL) District 150, EdisonLearning provided school turnaround services to three schools.

Throughout the ten-year engagement, each school was named an "Illinois Spotlight School", and they received "Leadership Team Awards" and "Academic Improvement Awards" from the Illinois State Board of Education on numerous occasions.

- **Northmoor-Edison** was named a "National Blue Ribbon School" - the highest recognition that any public school in the United States can receive.
- **San Jose-Edison Academy**, a charter school in the West Covina Unified School District in California, struggled with student achievement. Within five years of partnering with EdisonLearning, the school was twice recognized as a California Distinguished School, and was also was named a California "Business for Education Excellence" School. In 2009, the school was recognized as a "National Blue Ribbon School", an award bestowed on only 314 schools in the country.

School Improvement in Hawaii

EdisonLearning was one of three companies chosen for a restructuring effort by the Hawaii Department of Education in 2005. Initially assigned seven schools, EdisonLearning ended up partnering with 60 Hawaii schools serving 35,000 students – nearly one-third of all students in the state.

- Achievement gains in schools' first year of working with EdisonLearning were on average 7.5% in reading and 11% in math.
- Schools raised achievement by 22% in reading and 30% in math within three years.
- More than half of the EdisonLearning partnership schools made AYP within the first 5 years.
- Students in the "Disadvantaged" subgroup increased their combined proficiency (reading & math) by 14% during the partnership.
- Students in the ELL subgroup increased their combined proficiency by 21% during the partnership.
- Among all outside partner providers in Hawaii, EdisonLearning produced the highest combined achievement results – 55.3% this year, as well as the highest single year combined gain – 4.7%.

Increased Performance in Las Vegas Schools

EdisonLearning was brought in by the Clark County School District (Las Vegas) to improve student achievement in what were determined to be "inadequate schools." Over the course of a ten-year partnership, EdisonLearning's impact on positive student achievement growth went well beyond the seven schools in we worked, as the entire District began to implement many of the organization's educational designs in other schools.

- Average growth in the EdisonLearning partnership schools in reading was 23 points – compared to 19.3 in Clark County, and 18.9 in the State over the same time. – this equates to an approximate increase from 1,200 students proficient in 2002 to nearly 2,400 today – double the number of students.
- Average growth in Math was 35 points – compared to 19.3 in the District, and 19.4 in the State over the same time. – this equates to an approximate increase from 1,400 students proficient in 2002 to over 3,000 – more than double the amount.
- The EdisonLearning partnership had an especially positive impact on those students in the partnership schools facing special challenges. Significant achievement gains occurred in both the FRL and LEP subgroups.
- Students in the FRL subgroup increased their combined proficiency (reading & math) by 38 points during the partnership.

- Students in the LEP subgroup increased their combined proficiency by 30 points during the partnership.

The essential outcome of EdisonLearning's work with partnership schools is to look at the long-term capacity to sustain academic progress. Throughout the company's history, EdisonLearning's purpose has not been to establish relationships that run indefinitely, but to help and guide both charter and district schools to assemble a solid educational model and learning culture that will succeed for years to come.

Section 2.2.b. School Leadership

Question #1: Structure

Q. Briefly describe the proposed instructional leadership structure. *(Note: the structure should align with the school-level organizational chart provided in* Section 2.4.a. Recruitment and Staffing*).*

The Director of Achievement (DOA) will oversee all of the school's operations. The DOA will work closely with the school's principal to promote, maintain, and assess curriculum, students' academic achievement, and the school's culture, and other key aspects. The Academy Director will oversee the School Counselor, Social Worker, and Teachers, and the Site Operation's Manager will oversee the Facilities Manager, Nurse, Data Owner, Registrar, and Manager of Technology Services (MTS). The MTS will oversee the User Support Technician and the Library Media Specialist.

This description aligns with the school-level organizational chart provided in Section 2.5a Recruitment and Staffing. Job descriptions for each of the job titles mentioned can be found in appendix 2.2.a/appendix 2.5.a.

Question #2: Selecting Instructional Leaders

Q. 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.

The process of finding and hiring highly talented and qualified employees begin with clearly defined job responsibilities, including the identification of the requisite skills, experiences and competencies as well as performance expectations. The full-cycle talent methodology used by the Human Resources department integrates best practices and tools to empower the selection and management of exceptional staff. We establish effective employment practices that empower our employees, advance organizational effectiveness and success, resulting in superior service.

Criteria for Hiring Teachers, Administrators, and Other School Staff

EdisonLearning's Human Resources department will manage recruitment, selection, hiring and development of school personnel. The schools will benefit from a single point of contact of a professional Human Resources Business Partner that will work closely with a group of expert Human Resources professionals and leaders of functional centers of excellence at EdisonLearning for all Human Resources services and support. The EdisonLearning Human Resources department has been recruiting

and retaining professional instructional and non-instructional staff for charter schools across the country with a concentration in more than 15 different states, and in some of the most challenging urban areas (i.e., Gary, Indiana). The department is extremely familiar with the needs and challenges of staffing urban schools and school districts.

All candidates will be screened and qualified using the EdisonLearning competency-based methodology which facilitates the selection of "highly qualified" staff. A key component of the process includes the appraisal of each candidate's background. Candidates are further assessed for retention-risk and predictability of success by their individual performance on and review of the capabilities using the Haberman Star Teacher Pre-Screener. Research has shown a strong correlation between performance on this scenario-based interview assessment tool and effective instructional and behavioral teaching performance of children, particularly of youth at risk. All candidates will be interviewed by a team of interviewers comprised of charter school and EdisonLearning administration and staff. The interviewing process includes a required demonstration classroom lesson which allows the interview team to evaluate the candidate's interaction, communication and interpersonal skills with a sample of the specific student population. Candidates will provide complete writing samples, prior performance evaluations and student achievement data to demonstrate a track record of increasing student achievement. Upon selection for hire, a rigorous and comprehensive background check will be performed on each candidate.

EdisonLearning will seek to employ Highly Qualified Teachers as defined by the No Child Left Behind (NCLB) law. EdisonLearning will require teachers to comply with federal and state licensure and Certification requirements. Paraprofessionals with instructional support duties will also be required to meet federal and state NCLB qualifications.

Question #3: Experience

Q. 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).

EdisonLearning's Talent Acquisition team is comprised of veteran Recruiting professionals experienced in hiring Instructional Leaders, Teachers, Administrators and other School Support Staff. This in-sourced structure allows our team to focus on establishing relationships with candidates who demonstrate our core competencies (e.g. Teachers experienced in developing blended learning curriculum solutions), develop diverse candidate sources, leverage social media, networking and other innovative sourcing techniques. Candidate sourcing is the process of identifying resources that meet and exceed recruitment specifications. Candidate sourcing is a complex and time-consuming process which includes telephone calls, individual and broadcast e-mailing, Internet job board postings, advertising and networking. Each staffing requirement goes through the following cycle:

- The development and execution of Sourcing Strategies (developed by partnering with site Hiring Managers) using various sourcing techniques and candidate channels as appropriate.
- Prioritization of roles for sourcing and developing pre-screening questions specific to each requisition

- The building and maintenance of a network/pipeline of potential candidates through pro-active market research and on-going relationship management
- Identification of active and passive candidates, applying appropriate screening efforts to gauge chemistry of candidates for fit, understanding of their motivation in relation to our mission, and qualification of their compensation expectation.

Question #4: Evaluation

Q. How will school leaders be evaluated?

In high performing schools, effective principals relentlessly pursue an ambitious school vision of high academic achievement and strong character development for all students. EdisonLearning principals assume five key roles to achieve this vision: Learning Leader, Organizational Leader, Culture Builder, Site Manager, and Collaborative Partner. Each role comes with specific responsibilities that research shows are correlated to increased student achievement.

The New Life Academy principal will be supported and evaluated using EdisonLearning's Performance Management System for principals. The Performance Management System is designed to support the principal as he or she executes the five leadership roles and measures their progress and success in achieving their annual achievement and professional growth goals.

Performance management begins before the start of each school year with a review of the previous year's performance results including the extent to which achievement and professional goals were reached, the results from the Director of Achievement (DOA) and Principal performance assessment using the EdisonLearning Leadership Rubric, and the results from the Vanderbilt Assessment of Leadership in Education (VAL-ED), a research-based 360-degree tool that measures the effectiveness of observed principal behaviors. From these findings, performance and professional growth goals for the coming year are set, and strategies to achieve these are identified.

Throughout the year, the principal is actively involved in ongoing professional development, peer group activities and action research activities that are aligned with his/her performance and professional growth goals. These may include attending conferences, such as the EdisonLearning Leadership Development Academy, participating in leadership development webinars, or receiving on-site training from the DOA or curriculum specialist.

Every other month, the principal meets with the DOA to specifically review progress being made towards goal achievement. Both the principal and DOA complete the Bi-monthly Leadership Review form and discuss their individual results. Discussion also focuses on what the principal has done since the last meeting to move forward in meeting goals, what challenges s/he has faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving those goals. Ongoing monitoring and feedback is critical to supporting the principal's success. If necessary, the goals are adjusted at the time of the January bi-monthly review.

Towards the end of each academic year, a summative review between the DOA and principal takes place. This formal review, completed by the DOA, provides a final snapshot of the extent to which the principal has accomplished the goals that were laid out and becomes the basis for the next year's goal setting, assuming the principal is returning to the position.

Leadership Development

High-achieving schools have strong leaders who promote accountability, teamwork and academic excellence. Leading the way, there must be a principal who is an effective instructional leader and a good manager of people and resources. Doing the job well is an enormous challenge, requiring an individual who possesses a deep understanding of the school's curriculum and the aptitude to recognize high-quality instruction, while having the managerial skills necessary to develop a highly effective staff and a safe, positive school culture that is focused on achievement. EdisonLearning provides school leaders with the resources and customized support they need to grow professionally and develop the skills they to need to become strong instructional leaders of high-achieving schools. Research by Marzano, Waters and McNulty (2005) exemplifies the dramatic influence highly effective leaders can have on the academic achievement of students. Support from EdisonLearning includes:

- Providing continuous training to the Leadership Team to assist the school in meeting its objectives related to exemplary implementation of school organization, student management and student achievement. Including protocols and program materials to run effective achievement and leadership team meetings, including daily and weekly agendas and topics to address at meetings to focus on student and teacher progress.
- Participation in the VAL-ED, a conceptually and theoretically grounded assessment for evaluating learning-centered leadership. The VAL-ED uses 360-degree feedback from teachers, supervisors and principals' self-assessments. Content focuses on learning-centered leadership behaviors that influence teachers and staff, and in turn are related to increases in student achievement. This assessment is of leadership behaviors, not knowledge, dispositions, or personal characteristics of leadership.
- Guidance to the school leadership to ensure that educational resources for Special Education, English Language Learners, Gifted Education, Title I and tiered interventions are allocated efficiently and students receive access to services and supports in a timely manner.
- Attendance at the EdisonLearning Leadership Development Academy(s) (ELDA), a two-day national conference designed to support growth of principals in characteristics of effective leadership through training sessions and opportunities to share best practices and network with other principals.
- Attendance at in-person regional and virtual meetings of EdisonLearning principals to follow-up and support professional development from ELDA, ILC and other achievement-focused initiatives

Dimension 2.3: Curriculum and Instruction

Section 2.3.a. Standards for Student Achievement

Question #1: Educational Goals and Metrics

Q. 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.

Below is an overview of New Life Academy's Tier Ranking System that is used to measure academic, non-academic, and mission-specific goals. The system is comprised of five sub-scores, weighted as follows:

1. **40% - Student Achievement**
   a. Three points of accountability: High Stakes test scores, Graduation Rate, and Post-secondary planning.
      i. Testing Participation and Scores – 40%
         1. For each of the metrics listed, the standard will be counted twice; once for Mathematics, and once for Reading

Testing	Brick & Mortar	Cyber	Dropout Recovery
Exceeded State Average in [Subject]	Yes	Yes	Yes
Exceeded Geographic District Average in [Subject]	Yes	No	No
Demonstrated (year-over year) growth in [Subject]	Yes	Yes	Yes
Growth in [Subject] was greater than State	Yes	Yes	Yes
Growth in [Subject] was greater than District	Yes	No	No
Testing participation in [Subject] was >= 95%	Yes	Yes	Yes
iReady testing participation in [Subject] was >= 95%	Where used	Where used	No

         2. For High Schools, State high school scores will be given equal weighting with national testing measures, such as SAT and ACT results, where available

      ii. Graduation Rate – 50%
         1. There are two standards for measure:
            a. Year to year growth in the rate of graduation, and
            b. Whether or not the site's rate of graduation exceeded that of the state.

      iii. Post-secondary Planning – 10%
         1. For schools that have a High School component. The metric will revolve around the percentage of the student body who have a documented postsecondary plan, which include the following:
            a. Students going to college

> b. Students going to other education
> c. Students going into the workforce
> d. Students unaccounted for / no plan
> e. Percent of students with plan

2. 25% - Attendance and Enrollment
   a. Attendance (as measured by ADA) is in some ways the most basic of all measures
   b. Retention is measured in two ways
      i. Intra-year (from Count Date to end of school year)
      ii. Inter-year (from end of school year to enrollment the next year, for non-graduating students)
   c. All three measures will be given equal weight
   d. Due to the differing populations served, different standards are appropriate for the various schools/programs

	Managed	Cyber	MJB
Attendance	Tier 1: 95% Tier 2: 90%	Tier 1: 75% Tier 2: 65%	Tier 1: 55% Tier 2: 45%
Intra-year retention	Tier 1: 90% Tier 2: 85%	Tier 1: 70% Tier 2: 60%	Tier 1: 60% Tier 2: 50%
Inter-year retention	Tier 1: 90% Tier 2: 85%	Tier 1: 70% Tier 2: 60%	Tier 1: 75% Tier 2: 65%

3. 15% - Design Implementation Fidelity
   a. All of these Design Rubrics are rated on a 0 to 4 point scale, with 4 indicating perfect implementation of EdisonLearning school model.
      i. School Design Rubric (SDR) includes:
         1. Overall Leadership Average
         2. Overall Environment Average
         3. Overall Pedagogy Average
         4. Overall AFL Average
         5. Overall SAFS Average
         6. Overall Average

4. 10% - Finance
   a. Divided between two separate measures, each of which receives equal weight. Where a measurement does not exist or is inappropriate, it is removed from the overall calculations.
   b. 50% Enrollment; achievement of Paid Enrollment target

   c. 50% Budget adherence; achievement of budgeted target

 5. 10% - Customer Satisfaction
   a. Measured by appropriate surveys, which cover three stakeholder groups (Parents, Teachers, Students)
   b. Parents
     i. Equipment/Facilities
     ii. Communication/Involvement
     iii. Principal & Administration
     iv. Teachers
     v. Curriculum/Training
     vi. Feedback on Performance
     vii. Overall Satisfaction
   c. Teachers / Staff
     i. School Atmosphere
     ii. Equipment/Facilities
     iii. Principal
     iv. Director/Supervisor
     v. Leadership Team
     vi. House Team
     vii. Lead Teacher
     viii. Involvement
     ix. Career Satisfaction
     x. Students
     xi. Overall Satisfaction
   d. Students
     i. School Atmosphere
     ii. Equipment/Facilities
     iii. Teachers
     iv. Overall Satisfaction
   e. Composite Score: Average of Parents, Staff, Students satisfaction

Rationale

We studied how different organizations have grappled with questions of how to rank and score schools, including:

   o National Blue Ribbon schools program (is a Federal program to recognize the top 15% of performers in each state, or the schools serving disadvantaged populations that demonstrated in the top 10% of growth in that State)
   o *US News* and *World Report* ranking program (ranks High Schools based on deviations from expected outcomes in their states based on their economic and demographic factors, on State test scores and AP test participation/passage rates)
   o DC Public Schools ranking system
   o Chicago Public Schools ranking system

We adopted a framework for assessing schools which is simple and comprehensible enough for widespread distribution. This provides us an opportunity to set standards around the behaviors and outcomes expected of an EdisonLearning school across models and lines of business. Moreover, the Tiers are aligned to and consistent with monitored targets, to provide continuous, rather than single

point accountability.

The table below details the school's quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation.

		Educational Goals for High Schools						
Wei ght	**Goal**	**Metric**	**Applic able Grade s**	**2016-17 (Basel ine)**	**2017-18 (Tier 3)**	**201 8-19 (Tie r 2)**	**201 9-20 (Tie r 1)**	**202 0-21 (Tie r 1)**
40%		**STUDENT ACHIVEMENT**		**Grade s 7th-8th**	**Grad e 9 Adde d**	**Gra de 10 Add ed**	**Gra de 11 Add ed**	**Gra de 12 Add ed**
40%	**Testing Participa tion and Scores**	**# of standards met**	9th-12th					
		- Out of 14 for Brick & Mortar schools	9th-12th	Baselin e	6	9	11	11
		- Out of 8 for Dropout Recovery programs	9th-12th	Baselin e	4	6	7	≥7
		- Out of 8 for Cyber schools	9th-12th	Baselin e	4	6	7	≥7
50%	**Graduati on Rate**	**Two Metrics:**	9th-12th		Not neces sary year 1	*1 of the 2 mus t be met	Both mus t be met	Both mus t be met
		Year to year growth	9th-12th	Baselin e	N/A	Yes*	Yes	Yes
		School rate higher than the average state rate	9th-12th	Baselin e	N/A	Yes*	Yes	Yes
10%	**Postseco ndary Plan**	**Percent of students with plan**	9th-12th	Baselin e	≥60%	≥80 %	≥90 %	≥90 %
25%		**ATTENDANCE AND ENROLLMENT**		**Grade s 7th-8th**	**Grad e 9 Adde d**	**Gra de 10 Add ed**	**Gra de 11 Add ed**	**Gra de 12 Add ed**
33%	**Attendan ce**	**Attendance**	9th-12th					
		- Attendance for Brick & Mortar schools	9th-12th	Baselin e	85%	90%	95%	≥95 %

		- Attendance for Dropout Recovery programs	9th-12th	Baseline	35%	45%	55%	≥55%
		- Attendance for Cyber schools	9th-12th	Baseline	60%	65%	75%	≥75%
33%	Intra-year Retention	**Intra-year Retention**	9th-12th					
		- Intra-year Retention for Brick & Mortar schools	9th-12th	Baseline	75%	85%	90%	≥90%
		- Intra-year Retention for Dropout Recovery programs	9th-12th	Baseline	40%	50%	60%	≥60%
		- Intra-year Retention for Cyber schools	9th-12th	Baseline	50%	60%	70%	≥70%
33%	Inter-year Retention	**Inter-year Retention**	9th-12th					
		- Inter-year Retention for Brick & Mortar schools	9th-12th	Baseline	75%	85%	90%	≥90%
		- Inter-year Retention for Dropout Recovery programs	9th-12th	Baseline	55%	65%	75%	≥75%
		- Inter-year Retention for Cyber schools	9th-12th	Baseline	50%	60%	70%	≥70%
15%	**DESIGN IMPLEMENTATION FIDELITY**							
100%	Design Rubric	**Score on School Design Rubric**	9th-12th	Baseline	≥1	≥2	≥3	≥3
10%	**FINANCE**							
100%	Finance	**Two metrics**	9th-12th					
		- Percent met of Enrollment targets	9th-12th	Baseline	80% - 90%	90% - 100%	≥100%	≥100%
		- Percent met of Budget targets	9th-12th	Baseline	80% - 90%	90% - 100%	≥100%	≥100%
10%	**CUSTOMER SATISFACTION**							
100%	Customer Satisfaction	**Customer Satisfaction Metrics**	9th-12th					
		- Composite score/grade based on survey for Brick & Mortar schools	9th-12th	Baseline	≥5.5	≥6.5	≥7.5 (B+/A-)	≥7.5 (B+/A-)
		- Score/percent for Dropout Recovery programs and Cyber schools	9th-12th	Baseline	≥65%	≥75%	≥85%	≥85%

Question #2: Student Assessment Plan

Q. 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 assessments—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.

Both the leadership team and teachers will use a combination of formative and summative assessment data in their analysis and as benchmarks of student progression.

The testing coordinator with assistance from EdisonLearning support staff will provide training to ensure that all staff are attentive to Common Core and State of Illinois standards in their teaching and learning throughout the year.

New Life Academy will use NWEA Assessments. The assessments provide data that will allow teachers to monitor progress and customize instruction to particular areas of weakness for their classes or for groups and individual students. One of the strengths of NWEA Assessments is the system's ability to disaggregate the data by subgroups. Students with Individualized Education Programs (IEPs), for example, participate in the monthly NWEA Assessments in order to monitor their progress. Assessments are taken with the same accommodations and modifications that are prescribed in their IEPs.

The Special Education teacher working with the classroom teacher can then analyze the data from the monthly NWEA Assessments and use that information to inform instruction. Similar processes are in place for other subgroups, such as English Language Learners and all ethnic groups. Finally, the Principal will have access to the data on a macro level (including grade-wide and school-wide data) to assess the effectiveness of curriculum and instruction. The Principal can also use that data to inform decisions around professional development and training for the school's instructional staff in order to make them more effective teachers in the classroom as well as any overarching curricular and instructional methodology changes that might be necessary to ensure academic success for all students.

In addition, PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) will be used in grades 10 and 11. Currently PSAT/NSMQT is given to 10th grade students. New Life Academy plans to expand administration to 11th grade students to provide juniors with the opportunity to compete for the National Merit Scholarship Program. PSAT/NSMQT test results and their accompanying analysis are valuable tools that can help prepare students for the SAT® and education opportunities beyond high school. Similarly, PSAT, SOAS (Summary of Answers and Skills) and AP Potential reports will help to drive curriculum decisions and provide early identification of students to target for rigorous course work.

Finally, formative assessments as a powerful tool for driving instruction and providing student feedback will play an essential role in the toolkit of student assessments. The educational strengths and needs of students at New Life Academy will be diagnosed on a regular basis through formal and informal pre-assessments, ongoing daily assessments conducted by classroom teachers, and end-of-unit assessments

tightly aligned to the Indiana and common core state standards. For all content areas, the desired student learning objectives, the content that students should understand and be able to demonstrate, and the reasons for learning a particular task/skill/fact will be defined. During the initial introduction of a content area, teachers will conduct engaging student activities that can give them an informal assessment of what the students know about the subject matter. As part of unit planning, teachers will create common assessments to measure student progress during a unit in order to provide next step feedback to students and differentiate instruction. They will also finalize the more summative end-of-the-unit test in accordance with training on effective grading practices. Additionally, teachers will be trained and supported on the use of effective grading practices and multiple assessment strategies such as checking progress, next step feedback, and self and peer assessment.

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.

Regular assessment of student progress is a key component of the teaching and learning process. The use of meaningful and timely assessment data to *inform* instruction—not just to evaluate its impact at the end of a course—will enable New Life Academy to carry out its mission in the most efficient way possible. The school will take a systematic approach to the administration and analysis of standards-aligned assessments. Through the aforementioned regularly scheduled achievement team meetings, teachers will use a four-step data analysis cycle (notice, question, gather more data, plan) to analyze the data.

Professional development will be provided for this process and EdisonLearning personnel will support teachers in applying this process during their achievement team meetings.

Student assessment data will be used to:

- analyze the progress of individual students in relation to Indiana and common core standards
- analyze the progress of students in the aggregate
- tailor instruction and intervention to individual student needs on an ongoing basis
- improve the overall instructional program
- apprise students and parents of academic progress
- give students a sense of ownership of their learning
- satisfy applicable state and federal reporting requirements

If the New Life Academy students exhibit a range of skill gaps, tracking student progress will allow for instruction to be adjusted by using such methods as:

- providing small group instruction based on identified needs
- addressing concepts that need to be re-introduced class-wide based on identified aggregate weaknesses
- directing small groups with focused mini-lessons
- supplementing skills-based curricular materials
- modifying weekly and monthly lesson plans around the aggregate strengths and weaknesses of

each class

As mentioned, comprehensive professional development, both pre-service training and ongoing training, will be provided on using data to drive instruction in addition to ongoing support to individual teachers and achievement teams.

Section 2.4.b. Curriculum
Question #1: Curricular Materials

Please see appendix 2.4.a.

Applicants are required to submit three types of curricular materials as part of their proposal:

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

Question #2: Philosophy, Selection, and Supports
Q. 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?

Early adolescents are embarking on an exciting intellectual journey, but their social nature at the 7th and 8th grade level requires a curriculum that engages their hands, minds and hearts, and that connects to their personal questions about the world. The curriculum at New Life Academy will provide students with the learning materials and methods they need to graduate, and eventually, to succeed in higher education of

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the global work force.

Reading

At New Life Academy, students must continue to learn to read as they read to learn. Texts are increasingly complex at this level, and to prepare students to navigate and understand high school material, explicit instruction is required. Therefore, it is critical that middle school teachers have a strong grasp of reading development as it pertains to young adolescents.

- Research indicates that effective reading programs for middle and secondary students address the following components (Peterson et. al. 2000, as cited in CORE Reading Expert newsletter, Spring 2004):
- Motivation to read
- Decoding skills and fluency
- Language comprehension (linguistic knowledge, morphemic knowledge, semantic knowledge, and syntactic knowledge)
- Text comprehension (active reading, making personal connections, drawing inferences, activating background knowledge, and interacting with different kinds of text)

Much of the research in reading also emphasizes the importance of teaching language explicitly. At New Life Academy, explicit and systematic study of English language structure and usage accompanies traditional literature and English composition instruction—including grammar and usage in writing, areas that have been neglected in many classrooms and need revival at every grade level (Moats, White Paper for EdisonLearning, 2006).

Reading across the curriculum is emphasized at New Life Academy as students develop comprehension strategies in all core classes. The *Elements of Literature* and *Elements of Language* programs provide students with instruction in the elements of an outstanding literacy program: reading skills and strategies for fiction genres and informational text; vocabulary development and grammar links; writing workshop; and communication, including emphases on speaking and listening. The connections of these literary elements, when presented using differentiated instruction, allow teachers to meet students' needs, enabling all students to achieve academic success.

In light of the fact that no single literacy program is able to address the needs of all students, a quality literacy program includes appropriate interventions to address the needs those whose language and reading skills considerably below their grade level. The rationale for including *Language!* and *Wilson Reading* as interventions in our literacy program is to provide appropriate materials for students whose basic knowledge of English language structure is severely deficient. These materials provide opportunities for all students to experience success and enable them to enter high school with appropriate literacy skills.

Literacy Rationale

The New Life Academy literacy program will use Holt's *Elements of Literature* as the core curricular program to provide an exceptional selection in classic and contemporary literature with a balance of fiction and nonfiction, coupled with instruction in powerful reading skills and learning strategies that can be applied to all texts students encounter. Students will be exposed to increasingly complex texts, in both content and structure, while continuing to receive explicit reading instruction that enable them to comprehend these texts. The program includes a wide range of explicit support for the struggling reader,

based largely on the work by Kylene Beers. Support materials in the form of adapted readers and suggestions for differentiation allow students access to the literature from four grade levels below grade level to above grade level enrichments.

The course sequence meets all State of Illinois and Common Core Standards. The *Elements of Literature* and *Elements of Language* programs are designed to provide students with instruction in the reading and writing skills required for the strong academic achievement measured by NWEA.

Literacy Research

The Literacy Program is created from a strong research base as it is created by Kylene Beers, Senior Reading Researcher and author of *When Kids Can't Read—What Teachers Can Do*, (Heinemann, 2002). The program incorporates effective literacy instructional practices, such as providing explicit vocabulary instruction as explicit instruction on higher-order reading comprehension skills. Research on Multicultural Literacy is also included in the research base under the direction of Allender D., Associate Executive Director of National Council of Teachers of English and the author of *The Myth Ritual Theory and the Teaching of Multicultural Literature* (2002).

A quasi-experimental study of Holt *Elements of Literature* was conducted during the 2005-2006 school year by the Educational Research Institute of America (contracted by Holt, Rinehart and Winston). This study used a pre/post-test design, and two assessments: the content based Holt *Elements of Literature* assessment and the Stanford Achievement Test: Ninth Edition (SAT9). The results of this study indicate that score gains were statistically significant at the <.0001 level on average and for the three different levels of achievement groupings (lowest third, middle third, high third).

Literacy Student Outcomes

Student outcomes, through the use of *Elements of Literature* and *Elements of Language*, will include building reading fluency with instruction in decoding and word recognition, and fluency modeling. The program provides explicit instruction in language comprehension and text comprehension skills and strategies (i.e., active reading, making personal connections, drawing inferences, activating background knowledge, and interacting with different kinds of text). Holt's *Elements of Literature* was selected to because the literacy curriculum provides differentiated reading instruction through the use of multiple and adapted readings that make text accessible to students with varying levels of reading abilities and audio recordings (in English and Spanish), and suggested teaching strategies and approaches to meet the needs and bridge any skill gaps that may exist for middle school students. The reading/writing connection will be provided with the addition of *Elements of Language*, which includes instruction in the writing process, writing genres, vocabulary building, and grammar strand. The Literacy program will be complete with listening, viewing, and speaking instructional and learning opportunities incorporated throughout.

A strength of the literacy program is providing alternative English classes for small groups of students who are in the lower one-third of the reading skill distribution. Students will be explicitly instructed in phonological, vocabulary development, and language skills while reinforcing their reading practice using accessible materials of appropriate difficulty. The *Language!* and *Wilson Reading* intervention programs will be provided for students whose basic knowledge of the structure of the English language is severely deficient. These materials will provide opportunities for students to be successful and enter high school with appropriate literacy skills.

Literacy Exit Standards

Students exiting the middle school literacy program will be able to read and comprehend a variety of complex texts—both fiction and non-fiction— encompassing a breadth of genres (short stories, drama, poetry, newspaper and magazine articles, websites, reviews, memoirs, expository and persuasive essays, workplace documents and other forms of functional text). Students will be competent in using multiple skills and strategies that will enable them to comprehend those texts. Students will exit with strong vocabulary skills enabling them to approach future high school texts with confidence, and with strong writing, listening, and speaking skills that will allow them to communicate clearly across content areas.

Mathematics

The selected math sequence, Prentice Hall Mathematics, Courses 1, 2, and 3 will support all math curricula in that its concepts and ideas are consistently taught and elaborated upon through a spiral approach. This approach takes students beyond rote learning to true mathematical understanding. This program implements the latest effective technology with interactive text online and on CDROM, and includes scientific calculators and manipulatives kits to help students explore math concepts concretely. Technology activities use calculators or software to create formulas in a spreadsheet, create tables to solve equations and graph lines.

A quality mathematics program contains a flexible curriculum from middle school onward that consistently emphasizes connections within mathematics and creates links to other disciplines. Prentice Hall Mathematics creates links not only to science disciplines such as chemistry (mass problems), and marine biology (speed of sailfish per minute), but includes reading and writing about math at all levels. An additional strength of the mathematics program is the flexibility to provide the option for mathematically inclined students to move through the curriculum in two years and enroll in Algebra in Grade 8 using Prentice Hall Algebra I.

Mathematics Rationale

The New Life Academy mathematics program for 7th and 8th graders will use Prentice Hall Mathematics, Courses 1, 2, and 3 as the core curricular program to provide the sequence needed for students to accomplish ambitious academic standards, prepare all students for the complexities of high school mathematics, and enter the world of personal finance with skill and confidence. The course sequence meets all State of Illinois and Common Core standards. The program design will launch a flexible curriculum from middle school through high school that will consistently emphasize connections within mathematics and create links to other disciplines as well. The program will provide students the needed mathematics computation and problem solving skills, including writing about mathematics for strong academic achievement.

Mathematics Research

The math sequence is based on solid research from National Council of Teachers of Mathematics and National Commission on Mathematics Teaching for the 21st century, across the areas of mathematics learning environment, strategic problem solving, technology to enhance learning, use of math manipulatives for concrete understanding leading to transitions to advanced mathematics. The research behind the concepts is directed by Jennie Bennett, Instructional Mathematics Supervisor Houston

School District and Jim Milgram, Professor of Mathematics, Stanford University and includes: Wu H., How to Prepare Students for Algebra, Wiggins G., Understanding by Design.

Mathematics Student Outcomes

The core of the mathematics curriculum for 7th and 8th graders at New Life Academy will consist of applied arithmetic, pre-algebra, and pre-geometry. Students will receive the appropriate background in algebra and geometry necessary to be successful with more advanced work in high school. The research-based, Prentice Hall Mathematics, Courses 1, 2, and 3 will support all math curriculum because concepts and ideas are consistently taught and elaborated upon through a spiral approach that takes students beyond rote learning to true mathematical understanding. This program implements the latest effective technology with interactive text online and on CD-Rom, and the inclusion of scientific calculators and manipulatives kits to explore math concepts concretely. A strength to the mathematics program will be providing the option for mathematically inclined students to move through the curriculum in two years and enroll in Algebra in grade eight, using Prentice Hall Algebra I. All students will be provided the support and practice to acquire a firm math foundation with customized instruction as this mathematics program's differentiation guarantees all students will be able to approach mathematics courses at their appropriate level.

Mathematics Exit Standards

Middle-school students exiting the New Life Academy mathematics sequence will be able to move toward higher levels of mathematics abstraction, while developing understanding of variables, generalizations, and informal proofs. Exiting students will be able to apply arithmetic skills in a variety of real-world situations, think through different wordings and problem presentations, and will be ready to confront high school mathematics complexities with confidence and understanding.

Science Rationale

The Prentice Hall Explorer Series, a program recommended by the National Science Education Standards (NSES), will provide a middle school science curriculum that will encompass a wide range of experiences in research and experimentation to provide appropriate science content knowledge and motivate students toward higher level science courses. The science program will include hands-on activities, traditional lab work and computer simulation to meet the needs of all types of student learners. The course sequence meets all State of Illinois and Common Core Standards. In addition, the program is designed to provide students the science content and thinking skills, including writing about science, needed for strong academic achievement.

Science Research

In addition to the solid research from the National Science Educators that was used to create the program, Prentice Hall conducted a study to investigate the effects the program has had on student success on a nationally normed standardized test (the TerraNova CTBS Complete Battery Plus). The students using the Prentice Hall Explorer program showed significant leaning improvement.

Science Student Outcomes

The use of Prentice Hall Explorer Series will provide student outcomes of both a firm understanding of science content and science in current events. Students will encounter longer science passages from which they will need to glean information to deepen their understanding as preparation for their high school science courses. Prentice Hall Explorer Series will be used to support this curriculum due to its design using "big picture" issues to start each chapter, as this research-based approach allows students to frame their science understanding. Activities and information throughout the textbook will be used to stimulate students' thinking about science issues in their environment.

A strength to the science program will be the inclusion of a range of approaches to support science understanding and the application of science content to students' lives. Explorer Online will offer web-based access to enhanced text and an audio component for listening to the text material. Writing in science is important both to develop students' descriptive writing abilities and to enhance their understanding of science content. Science Daybook, a high-interest reader response journal will be included in the program as a resource for life, Earth, and physical science writing prompts and journal exercises to develop crucial writing and thinking skills.

Science Exit Standards

Students exiting the New Life Academy science program will be able to read, write, think, and evaluate scientific ideas as they apply to everyday life and the scientific and environmental decisions all citizens make. Science topics in current events and core content areas will be used to support students' reading and writing skills. Students exiting the program will be able to complete science research using vetted websites such as SciLinks, associated with a particular topic, connect science investigations to the real world, and will be prepared to successfully accomplish science courses at the high school level.

Social Studies Rationale

Social studies course projection for New Life Academy will lead middle school students through curriculum that meets all Illinois Social Studies requirements. The scope of instruction will focus on either a regional, geo-cultural examination of the world, or the history of early civilizations through modern world history at each middle school grade. The course progression is based on careful analysis of Illinois Standards for Social Studies and includes Constitutional Democracy, American History, World History, Principles and Processes Governance, Economic Concepts, Elements of Geographical Study and Analysis, and Tools of Social Studies Inquiry.

Social Studies Student Outcomes

The middle school social studies courses will combine the use of student texts, thematic instructional units, and primary and secondary source reading materials. This flexible approach will provide the comprehensive background and support of a traditional textbook with the in-depth focus of thematic studies by using primary and secondary source materials, and providing opportunities for authentic historical analysis and understanding. In all courses, an important facet of instruction will be the development of essential social science skills such as mapping; the creation and use of graphic organizers including charts, tables, graphs, and timelines; and the incorporation of writing and critical reading skills.

A strength of the social studies program will be the rotating course system to maintain student interest and help middle school students discover and articulate connections between history and geography.

Grade 6 content will include Cultural Geography from Geography Alive! and Ancient World History I using Regions and People and History Alive! – Civilizations of the Americas. Grade 7's content will include U.S. History I, U.S. History Survey, and World History II using History Alive! – U.S. through Industrialism and Medieval World and Beyond. Grade 8 content will include U.S. History I, U.S. History II, and Ancient World History with History Alive! – U.S. through 21st century.

Social Studies Exit Standards

Students exiting the social studies program will have knowledge of their local history and geography, as well as an understanding of U.S. history and geography and how the local and national history may relate to world history. Students will exit able to read, write, and think not only about the history content of a traditional text book, but grasp an understanding of primary sources such as letters, newspaper articles, and political cartoons, their effect on citizens, and their importance in understanding world historical events. Through this course of study, students exiting the program will be able to analyze current events with a lens of authentic historical analysis and understanding.

Health/Physical Education Rationale
Middle-school students at New Life Academy will benefit from using the well-respected Dynamic Physical Education Curriculum, which has been adopted by hundreds of school districts across the U.S. and the Department of Defense Dependents Schools (DODDS). The curriculum will focus on the following objectives: personalized physical fitness, a cognitive understanding of fitness, development of motor skills, a development of affective domain skills, active involvement in sports (individual, dual and team), an understanding of rules, strategy and safety and finally, the development of lifetime activity patterns. The use of McGraw-Hill Health and Wellness will complement the philosophy of the physical education program. The health course will contain units on Mental, Emotional and Social Health, Growth and Nutrition, Personal Health and Safety and Drugs and Disease Prevention. The course sequence for health/physical education meets all Illinois Standards for Health/Physical Education.

Health/Physical Education Student Outcomes
The middle-school level health/physical education courses will provide every child with the opportunity to develop and maintain a level of physical fitness commensurate with daily individual needs and health standards. The physical education program will be structured in a way that each child will be able to attain movement competence and confidence in body management activities, rhythmic movement, fundamental physical skills and specialized physical skills and will acquire safety skills when working with equipment and when working independently or in groups.

A strength of the health/physical education program is the program will help students learn to participate physically in a culturally diverse world. The setting will provide an environment where children learn to internalize and understand the merits of participation, cooperation and tolerance. An additional strength is the program will promote active, healthy lifestyles within the school, community and family members. The inclusion of the unit, Community and Environmental Health in the health curriculum will be a compliment to the overall student outcomes.

Health/Physical Education Exit Standards

Students exiting the health/physical education program will have opportunities to develop positive relationship between physical activity, health and the enjoyment derived from lifetime physical activities.

Exiting students will have acquired knowledge and experiences in a wide variety of physical fitness activities, physical skills, sports-related games and other low organized games. Students exiting the program will have been provided information enabling them to make knowledgeable decisions on nutrition, personal health, violence and injury prevention, and alcohol, tobacco, and other drugs.

Research references

Moats, L.C. (2006). Language, background knowledge, and great instruction: Keys to learning to read. White paper written for EdisonLearning. National Council of Teachers of English. (2004). On reading, learning to read and effective reading instruction: An overview of what we know and how we know it.

National Reading Panel. (2000). Teaching Children to read: An evidence-sbased assessment of the scientific research on reading and its implications for reading instruction summary report. Bethesda, MD

Torgesen, J. K. (1998). Catch them before they fall: Identification and assessment to prevent reading failure in young children. American Educator. Retrieved May 25, 2007, from http://www.ldonline.org/article/225. United States Department of Education. (2001). How to help every child become a reader. Indianapolis, IN: Your Domain Publishing.

Wren, S. (2001). The cognitive foundations of learning to read: A framework. Austin, TX: Southwest Educational Development Laboratory.

Blended Learning

EdisonLearning schools also provide a blended learning approach to online education, which gives students the opportunity to enhance their educational experience as well as participate in courses they might not otherwise be able to access through enrollment of eCourses. In addition, high school juniors and seniors may earn college credits while still in high school through dual enrollment programs.

Curriculum is aligned to the school's mission, current Illinois standards and Common Core, and includes an assessment ladder of student-friendly learning targets, statements of intended learning such as "I can subtract mixed numbers with like and unlike denominators." Teachers use learning targets to engage students in conversations about learning and to help students better understand their own achievement and needs through ongoing formative assessment.

EdisonLearning's Blended Learning model was developed in-house. EdisionLearning has been implementing variations of blended learning for over five years in school and alternative settings, ranging from enhanced virtual models to rotation-based models. Based on experience and research, both domestically and internationally, EdisonLearning has developed grounded expertise on what works and what doesn't in blended learning.

EdisonLearning's digital resources – eCourses™ and eSchoolware™ learning management system –provide a range of options to meet district and student needs. When bundled as a solution, eCourses and eSchoolware form an end-to-end enterprise online learning platform that combines a complete state-of-the-art course delivery platform and learning management system with a highly engaging and academically rigorous curriculum designed to meet the individual needs of a variety of 21st Century students. eCourses enable students to develop the problem solving skills necessary to succeed in today's rapidly evolving,

increasingly competitive world. Additionally, EdisonLearning provides Foundation and Competency-based eCourses designed to ensure that students master core skills and knowledge that are critical building blocks for upper level academic areas. In a rotational model, there is a need for technology, but it does not necessarily require a 1:1 device/computer implementation and therefore reduces the technology spending required. In addition, because the model does not rely on a flipped classroom approach, students do not have to have special or advanced access to hardware or connectivity to take advantage of the EdisonLearning blended approach.

All of our academic programs have been part of the solution that have produced superior results for EdisonLearning partnership schools in Baltimore, Washington, D.C., Philadelphia and the surrounding area, Atlanta, and other communities, large and small, urban and suburban, middle and low income. They are amply supported with purposeful professional development in the basics of instruction and classroom management and the specifics of implementing its chosen curriculum.
New Life Academy instructional staff will receive substantial professional development support in both the pre-opening phase of its launch and on an ongoing basis to implement all aspects of the EdisonLearning Five Strand school design and academic program, including the blended learning model. For a more detailed description of the professional development program, please see section 2.4b, Questions 1-4.

Question #3: Curriculum Development Plan

Q. 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.

New Life Academy has adopted EdisonLearning's research-based curriculum design. All New Life Academy teachers will be trained in each of the curriculum areas. This proposal does not include dates for development, because the plan has already been fully developed.

Question #4: Research Base

Q. 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.

The proposed curricula have been successfully implemented into other EdisonLearning schools that have served student populations similar to those that will attend New Life Academy. The EdisonLearning Framework for Learning and Teaching is a researched-based approach that sets the qualities of good teaching to a structure that levers key actions that increase student learning and college readiness. For more information on research on each subject, please see Question #3 above.

The overall EdisonLearning approach is supported by the research of Hattie (2009), Marzano (2010) and the National Board for Professional Teaching Strategies' development of teaching standards. For an in-depth review of the material, please visit the following:

- Hattie, J.(2009).Visible Learning: A synthesis of over 800 meta-analyses relating to

achievement.New York,NY and London, England:Routledge.

- Marzano,J.(2007).The Art and Science of Teaching.Alexandria,VA:ASCD.
Marzano,J.,Frontier,T.,Livingston,D.(2011).Effective Supervision:Supporting the art and science of teaching.Alexandria,VA:ASCD.
- National Board for Professional Teaching Standards: The Five Core Propositions. (1987) Retrieved October 18, 2011 from http://www.nbpts.org/the_standards/the_five_core_propositio

- National Board for Professional Teaching Standards: Standards Development. Retrieved October 18, 2011 from http://www.nbpts.org/the_standards/standards_development

- National Board for Professional Teaching Standards: Standards by Certificate. Retrieved October 18, 2011 http://www.nbpts.org/the_standards/standards_by_cert

Question #5: Curriculum Refinement

Q.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 implement, 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.

Our research-based curriculum is adopted for a period of time. Instructional practices will be tailored to meet the needs of all students served by New Life Academy based on interim assessments and continuous feedback loops.

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.

To successfully implement EdisonLearning's Five Strand Design and blended learning model, New Life Academy must radically transform the relationships between its students and the adults who will guide their learning. The school will therefore use organizational structures to create a more intimate, small scale learning environment that has each member of the instructional staff and leadership team serving a small group of students as Learning Coaches, assisting students in developing as learners, and guiding students toward taking effective ownership of their own learning and futures.

The **Learning Coach** acts as the advocate for the student and the 'account manager.' He or she understands student learning needs, both academically and socially; shares accountability with the student for progress; and uses a variety of mentoring for learning techniques to guide, nurture and help students set personalized targets. The Learning Coach meets with students every day during **Our Meeting** to ensure their progress through regular coaching for learning and data-led conversations. The Learning Coach provides a single and consistent point of contact/interface with student and parents/guardians.

The **Student Enrichment Program** is provided at the end of the formal school day and is another avenue for student leaders to take responsibility, providing role models for younger students. All students are required to spend time in enrichment activities, developing a portfolio of achievements, including activities which may take place outside school in the evenings and weekends.

Moreover, New Life Academy will be organized into **Learning Communities** that increase personalization and connect students to effective teaching and learning. There are two types of learning communities and every student is a member of each:

House Team: Houses are composed a group of 100 to 150 students with four to six core teachers. Membership in a particular "House" is designed to establish strong ties to the teachers for both the student and his/her family members. In addition to the Learning Coach, all teachers within the house know the students well and track their progress during their years of attendance. Each house is led by a **Lead Teacher** who organizes the work of the house and is responsible for managing the daily professional development sessions of the house teacher team.

Learning Coach Achievement Team: Students are scheduled into a grade level home base achievement team of no more than 15 students to a Learning Coach. Grade level Learning Coaches meet as an Achievement Team no less than two times a week at the end of the instructional day to: reflect on data for their Learning Community as a whole, jointly plan, share good practice and plan interventions for individuals and groups.

New Life Academy organizational model puts the needs of students first and creates a collaborative professional environment that gives all educators ownership of the school's mission, its vision, and its performance on behalf of students. It also provides real leadership opportunities for teachers, enhancing their experiences and professional growth. The most dramatic initiative on behalf of students is the expectation that all instructional staff and school instructional leaders will serve as Learning Coaches for an identified cohort of students.

These instructional strategies have been successfully implemented in previous EdisonLearning schools with student populations similar to those at New Life Academy. These strategies are research-based and have been used at these other schools to positively transform students' learning environments. Citations for supporting research are as follows:

- Hattie, J.(2009).Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.New York,NY and London, England:Routledge.
- Marzano,J.(2007).The Art and Science of Teaching.Alexandria,VA:ASCD. Marzano,J.,Frontier,T.,Livingston,D.(2011).Effective Supervision:Supporting the art and science of teaching.Alexandria,VA:ASCD.
- National Board for Professional Teaching Standards: The Five Core Propositions. (1987) Retrieved October 18, 2011 from http://www.nbpts.org/the_standards/the_five_core_propositio
- National Board for Professional Teaching Standards: Standards Development. Retrieved October 18, 2011 from http://www.nbpts.org/the_standards/standards_development
- National Board for Professional Teaching Standards: Standards by Certificate. Retrieved October 18, 2011 http://www.nbpts.org/the_standards/standards_by_cert

Question #2: Differentiation

Q. 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 teaching staff at New Life Academy will identify students in need of remediation and accelerated learning opportunities through our 3-tier, Universal Screening process as outlined in section 2.1b, Question #8.

Remedial Learning Opportunities

New Life Academy will provide more intensive and individualized problem solving supports for students who do not respond favorably to Tier II interventions. A school-based team will analyze academic and behavioral performance and conduct diagnostic assessments to design an individualized intervention for the few students who require this level of support to make academic and/or behavioral progress. Students receiving this level of support will still have access to the core instructional program but may also require curricular and instructional resources that will allow for a more a narrow and personalized focus of instruction. A multidisciplinary problem-solving team will drive the support process for these students. A referral for special education services may be required for a small number of students who require the resources of special education (e.g., individual learning goals, specially-designed instruction, accommodations, related services, etc.) to access their educational program.

Accelerated Learning Assessment and Learning Opportunities

EdisonLearning currently offers a comprehensive catalog of online courses (eCourses) that are designed for the motivated independent learner. The dynamic eCourses were designed for the asynchronous learner, providing them objective-based learning content that requires each student to self-reflect on the material and engage with other learners. Each of the courses is organized into four parts for a year-long course and two parts for a semester course. Each of the four parts of the course is divided into three units, and each unit is comprised of 15 lessons. Therefore, each part has 45 lessons and a year-long course has 180 lessons. Prior to beginning the courses student have the opportunity to complete a diagnostic assessment (pre-test) identifying individual lessons that the students have tested out of through the demonstration of mastery.

The objective(s) for each lesson are clearly and continuously displayed and each lesson has four pages of content. These pages are labeled as the Essential Instruction (the core material needed to meet the objectives), Re-teaching (a review of the content and an exercise to reinforce their understanding), Extension (supporting links and activities designed to extend the lesson), and the Assignment Checklist (a simple list of labeled tasks to be completed throughout the lesson). The lessons are supported by a digital textbook and various multimedia components accessed by a Toolbar. The multimedia components include an Anticipatory Set video, an audio podcast of the lesson, an extension video to supplement the material, and a digital notebook for students to take notes during their studies. Every lesson contains a graded daily assessment to evaluate the student's understanding of the material. There are also cumulative weekly quizzes, exam reviews and unit exams that ask students to demonstrate mastery of the content.

Finally, student progress is assessed against a set of learning standards to identify weaknesses in specific content areas and skills. When weaknesses are identified, the student is flagged and interventions are

generated to aid students with the concepts (standards and indicators) with which they are struggling. This system works in real-time, providing students the support they need the moment a weakness is identified.

Q. 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

EdisonLearning understands and will comply with the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of the Elementary and Secondary Education Act (ESEA). EdisonLearning is committed to a program of responsible inclusion for students with special needs. This means that the school offers an education program designed to meet the learning needs of the broadest possible spectrum of students within the regular classroom. EdisonLearning will provide an ample number of special-education teachers to work with teachers and special needs students within the regular classroom and also in separate settings when necessary to meet the individualized needs of the child.

New Life Academy will utilize a multidisciplinary team (i.e., Case Conference Committee) to coordinate the identification, evaluation, determination of eligibility, and placement of students who may be or who are eligible for special education and related services. Prior to an initial evaluation to determine eligibility for special education and related services, a tiered intervention model will be implemented in general education classrooms (see section 2.1b, Question #8). General education teachers and staff will maintain written documentation, including the type of interventions, frequency and duration of interventions, and the effectiveness of each intervention. This information will be reviewed and analyzed by a multidisciplinary team prior to considering an evaluation for special education services. Parental consent will be obtained by the multidisciplinary team prior to any evaluations to determine eligibility for special education services.

Instructional support in general education classrooms may consist of collaboration or co-teaching. Special education teachers will work alongside general education teachers in each of these models to accelerate the learning of students with IEPs. This arrangement ensures that students with IEPs receive the same level of high quality instruction from general education teachers as their nondisabled peers. Co-teaching services are provided by the special education teacher and general education teacher in partnership to meet the academic needs of all students in a general education setting. The special education and regular education teachers share responsibility for planning, delivering, and evaluating instruction for all students.

Collaboration services will consist of a special education teacher providing instructional support to students with disabilities in general education classrooms. Collaboration involves the special education teacher providing support to students with disabilities during a class period, but not every day or not for an entire class period like in a co-teaching model. The special education teacher will assist the regular education teacher in the development of lesson plans to identify accommodations and supports for students with disabilities. When appropriate, special education teachers will accommodate the delivery and evaluation of instruction for students. The frequency and intensity of both co-teaching

and collaboration support varies based upon the needs of students and will be determined by the Case Conference Committee.

EdisonLearning English Language Learner Program

The EdiosnLearning English Language Learner (ELL) program emphasizes academic and social language development for students from various cultures and backgrounds who speak native languages other than English. The English Language Learner program supports EdisonLearning in our mission to create a safe, welcoming school environment and increase academic achievement for all student learners. ELL coursework is based upon the WIDA Consortium English Language Development (ELD) standards and aligns with state and federal regulations for ELL programming. Classroom teachers integrate these ELD standards with the Illinois Common Core Standards to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency. Instructional approaches, both in ELL and general education classes, ensure that the needs of ELs are accommodated. To the extent practicable, it is appropriate to use the EL's home language as a means of facilitating instruction and providing parents with school-related information. Our school will have an ELL Coordinator and Committee that evaluates the effectiveness of the program on an annual basis. Committee members will consist of school, family and community members to ensure the inclusiveness of all stakeholders in determining the effectiveness of our ELL program.

Section 2.3.d. School Calendar/Schedule

Question #1: Overview

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

We will follow the CPS calendar and add one week at the beginning of the calendar to familiarize students with the Edison Model. Tutorials will be offered to students once a week in reading and once a week in math for students who are one or more grade levels below in performance. Saturday school enrichment classes will be offered once a month.

Question #2: Daily Schedule

Q. 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.).

Teachers at New Life Academy will begin their day building and managing relationships with students for 15-20 minutes in Our Meeting/Homeroom. Then, for 45-90 minutes, teachers will give three to five instructional sessions that include different topic areas in their specialized subject. Teacher will then spend at least 45 minutes doing personal planning, and then another 45 minutes (minimum) attending a Grade-Level/Department Meeting.
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.

A longer day allows the school to meet the district mandates for a full reading, math, science, and social studies curriculum, but also to integrate additional opportunities to meet the needs and interests of individual students. The longer day allows students to attend two special subjects a day. Students are provided a daily PE/Health class and daily world language at a time that many schools are unable to provide these types of programs. Often it is the "extra" classes that make EdisonLearning schools different from other schools, and it is the extra classes that motivate and provide emotional support for students.

The academic program is supported by the longer day and class schedule as it provides time for students to have a 90-minute reading period. This ample time allows students to work in groups that match their level and receive differentiated instruction in groups for acceleration or remediation. The House structure provides stability for students as they work with the same group of students and teachers are able to monitor students and keep them engaged in their education.

New Life Academy will support its overarching mission and philosophy with a longer school day and academic year, the House structure and class schedule. The longer school day is integral to the school design and academic program; it allows the school to meet the district mandates for a full reading, math, science, and social studies curriculum, but also to integrate additional opportunities to meet the needs and interests of individual students.

New Life Academy will take care to align holidays, vacations, graduations, and report card days with the Chicago School District to help parents and students make the transition to the new school environment.

Please see the attached calendars for more details in appendix 2.3.d.

Dimension 2.4 Talent Management

Section 2.4.a. Recruitment and Staffing

Question #1: Staffing Plan

Q. 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 EdisonLearning staffing plan is built on a 25to1 student to teacher ratio for all core classes and specials classes. The staffing model is aligned with our 5 Strand Design and distributed leadership model. The plan also provides for STEAM specials classes with a focus on project-based learning and additional electives for the arts. In addition to the site-based staff, the model provides for three management organization support staff positions – Chief Academic Officer, Director of Ahcievement and Lead Data Analyst.

Please see job descriptions and 5-year staffing plan in appendix 2.5.a.

Question #2: Hiring Process

Q. 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.

Upon the awarding of the CPS contract, EdisonLearning's Talent Acquisition team (ELTA) will launch a recruitment plan tailored to CPS and within the structure of our proven methodology, to include:

1. **Strategy** – ELTA will assign a Talent Partner as the single point of contact and staffing project manager to drive the success of fully staffing the site(s). The Talent Partner will be the primary recruiter but also allocate additional ELTA resources in order to satisfy staffing targets and timelines.

2. **Process** – The Talent Partner oversees all aspects of teacher recruiting, including conducting broad outreach for potential candidates, processing and reviewing applications, communicating with school principals about hiring needs and candidate prospects, and shepherding candidates through the application process.
   a. *Broad Outreach* – ELTA invests a lot of time and energy raising awareness about EdisonLearning and generating interest in teaching positions. They employ a broad range of outreach tactics, from cultivating individual networks to implementing print and online advertising campaigns. They intentionally cast a wide net with the belief that a diverse pool of applicants will ultimately result in the hiring of higher quality teachers. Primary outreach strategies include: Targeted candidate sourcing, Professional networks, Partnerships with Teacher Colleges, Leveraging existing Teacher relationships in the Chicago area, Posting at Teacher specific jobsites.

2. **Selection Criteria** - All candidates will be screened and qualified using the EdisonLearning competency-based methodology which facilitates the selection of "highly qualified" staff. Components of the process include the appraisal of each candidate's background, a behavioral screening for capability and culture fit, and a multi-person assessment by a team of interviewers comprised of charter school and EdisonLearning administration and staff. The interviewing process includes a required demonstration classroom lesson which allows the interview team to evaluate the candidate's interaction, communication and interpersonal skills with a sample of the specific student population. Candidates will provide complete writing samples, prior performance evaluations and student achievement data to demonstrate a track record of increasing student achievement. Upon selection for hire, a rigorous and comprehensive background check will be performed on each candidate.

3. **Timeline** – EdisonLearning's Talent Acquisition team takes a proactive approach to staffing, by partnering with the delivery team and identifying key roles well in advance of any contract award, allowing for the building of a candidate pipeline that will support the staffing plan. Upon successful contract award, ELTA anticipates a time frame of **30 days or less** to identify, interview and hire the following roles:

Staffing Headcount	2017
Classroom Core Teachers	16

Specials Teachers	4
SPED Teachers	3
SPED Aides	2
SPED Clinicians- Social Worker	
SPED Clinicians- Nurse	1
Teacher Assistants/Aides	2
Counselors	1
Principal	1
Assistant Principal	
Librarians	1
Custodians	
Security	
Site Operations Manager	1
Facilities Manager	
Data Owner	1
Manager of Technology Services	1
User Support Technician	
Secretary	1
TOTAL STAFF	**35**

5. **Teacher Experience** – EdisonLearning's Talent team has amassed a strong network of teacher candidates in the geographic area supported by CPS, allowing us to quickly engage and hire both experienced and entry level teachers. Because of that network and our proactive focus, we can identify experienced teaching resources that fit within the CPS model, and new teachers who are aligned with our core values and mission.

Question #3: Compensation

Q. 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.

Salaries will be determined by averaging salaries at other sites in the region (MJBs and TRCCA) to insure competitive compensation. By offering competitive salaries, New Life Academy will be able to attract and maintain talent.

We assumed nonparticipation in CPS Pension and assumed 8% 403b contribution, which results in approximately the same overall contribution (403b + FICA/SS)=CPS Pension contribution. The proposed budget could accommodate switching to participation in the CPS pension since contribution expense for both is approximately the same.

Question #4: Professional Culture

Q. 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 professional culture of New Life Academy is built upon our 5 Strand Design—specifically, the leadership and learning environment strands. These strands work hand-in-hand to support the school's culture of academic achievement. Moreover, they ensure that all staff members incorporate the school's Core Values, which are also central to our design. We have two models of leadership and professional development that arise from these two strands:

The Distribution Leadership Model is part of our staff retention plan by providing opportunities for team members to contribute to the culture and decisions that influence student achievement. In addition, we have a framework called **T-GROW** that details our coaching and professional development process for our teachers.

The Distribution Leadership Model

4 Leadership Questions

What
do we
want?

What
will we
do?

Leadership
Guiding
Principles

What
do we
believe?

What
do we
know?

The T-GROW MODEL

TOPIC	What's the focus area of the framework for this learning conversation?
GOAL	What do you want to achieve as a result of this learning conversation?
REALITY	What's happening now? What are the blockers?
OPTIONS	What are your choices? What are the benefits and downsides of each?
WILL	Which option will you go with and how will you measure your success?

Section 2.4.b. Professional Development

Question #1: Teacher Induction

Q. Describe the induction program for new and existing teachers. Cite the number of hours/days of PD to be included in the induction program.

All administrative and instructional staff members of an EdisonLearning school are supported with purposeful professional development in the basics of instruction and classroom management and the specifics of implementing the core curriculum. New Life Academy instructional staff will receive substantial professional development support in both the pre-opening phase of its launch and on an ongoing basis to implement all aspects of the EdisonLearning Five Strand Design and academic program.

The induction phase, or "Quarter 0," is specifically designed to build leadership capacity and instructional proficiencies that promote greater fidelity in design implementation, and to ensure a successful start-up effort. Local professional development opportunities are geared towards site-based needs and will draw upon field expertise in the Five Strands that are central to the design. These five interconnected strands represent the essential holistic school design model, incorporating the key research-based ingredients for increased student achievement in high-functioning schools: Leadership, Learning Environment, Assessment for Learning, Pedagogy and Curriculum, and Family and Student Support. Ongoing training in these areas will ensure improved student outcomes as site-based personal become more proficient in the execution of the EdisonLearning design.

The EdisonLearning Five Strand Design is a holistic, research-based framework built upon five areas of focus integral to school improvement. The following list of essential questions illustrates how the Five Strand Design serves as a comprehensive framework for school improvement:

- How well is the school set for leading and managing change? (Leadership)
- How well does the school promote and foster environments that support learning and motivation? (Learning Environment)
- How good are opportunities for learning and developing learners? (Pedagogy & Curriculum)
- How well does the school use assessment, data, and feedback to promote learning? (Assessment for Learning)
- How well does the school use its internal and external resources to meet the spectrum of need for all learners? (Student & Family Support)

All professional development offerings support the implementation of the Five Strand Design within our schools, with all activities leading towards the desired outcomes of our school design, or the "Features of an Outstanding School," a set of design standards organized around the Five Strands. Professional development is organized to ensure growth at all levels: teachers, teams, and leaders.

Question #2: Approach

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

Professional Development (PD) is an annual process, not simply a series of events. How is professional development delivered? There are a variety of vehicles for delivering professional development to school staff across the EdisonLearning system:

The EdisonLearning Leadership Development Academy (ELDA): Annual events (November) are designed to advance the professional growth and development of building principals in concert with the school's Director of Achievement (DOA), the school's key point of contact and support in the field. These 2-3 day conferences support the continued implementation of the Five Strand Design with increasing fidelity as leaders explore the design in various ways through the leadership framework.

Instructional Leadership Conferences: An annual event, generally held in the fall or winter, during which the regional support team tailors a PD agenda designed to support the professional growth and development of the Leadership Team members and instructional leaders throughout the region. These events are supported by the National Team to ensure alignment to the Five Strand Design Scope and Sequence. These events also correlate to the contents covered during the ELDA conferences.

PD Modules and resources aligned to the Five Strand Scope and Sequence:
A wealth of resources supports the three-phase implementation journey that each of our schools is on. These resources are organized by strand and by quarters, beginning with quarter 0 and ending with quarter 12. They are designed to develop capacity in a variety of key competencies for leaders, teams and teachers, ensuring ever-increasing fidelity to the design and improved student achievement outcomes. These modules are delivered by field support staff in the following ways:

- During Professional Development days;
- During house planning time;
- During Leadership Team meetings;
- During before or after school PD sessions;
- During virtual learning opportunities like webinars or conference calls;

These events can be carefully scheduled according to a school's implementation plan, or on demand as the need arises.

Leadership Development Cohort:
A series of events occurring every 6-8 weeks for new or emerging building leaders designed to engage them in collaborative discussions around practical issues faced every day by the leaders in our schools. Topics include building a collaborative culture, interpersonal leadership, enhancing capacity through distributive leadership, and time management strategies.

Learning & Teaching

Teachers choosing to work in an EdisonLearning partnership school make a commitment to continuous improvement for their students, the school and themselves. All teachers are expected to develop and carry out a personal Professional Growth plan. The goals and the activities contained in a teacher's Professional Growth Plan should support achievement, and exist to facilitate the teacher's own professional growth.

Teachers and principals will work together, using the EdisonLearning Framework for Learning and Teaching as the basis for identifying growth goals (see below). Each teacher's growth plan will be customized to meet his/her needs. In some cases, professional growth may focus on specific skills or areas that will support a teacher's ability to do his/her current job better. Or for exemplary teachers, growth may focus on expanding their teaching to a higher level, while gaining skills in peer mentoring and coaching. In still other cases, growth may focus on skills to prepare a teacher for additional responsibilities or a new role.

Professional Growth Plan

It is expected that every teacher or professional staff member will complete a Professional Growth Plan each year. The Professional Growth Plan will include specific professional-development goals (What do I want to achieve?) derived from formal and informal observation data and student data. It will also include a plan for achieving the identified goals (How do I intend to proceed, and with whom will I work?), and a year-end progress report—including evidence of and reflection on progress (How did I do?). Teachers will be required to develop 1 – 3 professional growth goals each year. Goals are developed in partnership with the school principal.

Mentoring and Peer Coaching

Based on teachers' baseline data on the Framework for Learning & Teaching, all teachers are provided with a support mechanism. That mechanism can be direct support, mentoring support or peer coaching support.

Staff Development Process	
Coached	Route III: Extension Themes
Coached	Route II: Power Themes
Mentored	
Directed	Route I: Gateway Themes

The teacher's place on the Staff Development process route will determine the type of support s/he will receive. The mentor or peer coach will be working with the teacher to support the achievement of his/her growth goals.

The Professional Portfolio

Each teacher and professional staff member is expected to collect evidence for a Professional Portfolio that will demonstrate the work they have done and the progress they have made toward their professional growth goals. For example, a Professional Portfolio might include evidence of a completed course, meeting minutes from a cohort, attendance at a training webinar, a sample curriculum unit developed as a result of learning, a video of a successful lesson, a survey created to assess parents' reactions to home-school communications, or work generated as part of a team. The portfolio should be used to record and track important professional development experiences, such as significant interactions with a colleagues, action research, or professional seminars. Professional Portfolios are intended to be working documents that reflect accomplishments achieved throughout the year, and are updated and enhanced at regular intervals.

EdisonLearning Framework for Learning and Teaching

The EdisonLearning Framework for learning and teaching is a set of coherent, research-based materials designed to improve classroom practice and student achievement by focusing on the necessary skills that all teachers need to develop to become exemplary practitioners. The framework helps answer the question "How good are opportunities for learning and developing learners?"

Structured around planning and assessment processes, pedagogy, the culture and climate of learning, and the foundations of quality teaching, the Framework had been designed to:

- Connect teaching to a set of expected standards
- Focus teachers on a set of Power Themes that are proven to have the greatest impact on learner outcomes
- Extend and refine the practice of proficient teachers

Structure of the Framework for Learning and Teaching

The Framework is designed in a hierarchical structure, building on a teacher's *commitment* and *capacity* to improve the learners' achievements. Depending on each of these factors, teachers focus on one of the following three themes that ensure differentiated, individualized support for every instructor:

Gateway Themes contain basic teacher competencies and behaviors that teachers must exhibit in order to

open the door to learning in their classroom. Teachers evaluated at the *Beginning* and *Developing* stage of teaching quality as defined by the framework fall within this theme.

Power Themes represent pedagogical levers for increasing student learning. Teachers focus on effective assessment strategies, learner behaviors and enhancing the level of rigor for each student. Teachers evaluated at the *Developing* and *Proficient* stage of teaching quality as defined by the framework fall within this theme.

Extension Themes extend the capacity of teachers beyond the key levers for learning described in the Power Themes, fostering teacher mentorship and distributed leadership on campus. Teachers evaluated at the *Proficient* and *Exemplary* stage of teaching quality as defined by the framework fall within this theme.

Sample Teacher Framework Focus
Gateway Theme Competency Teacher ensures that vulnerable groups are identified and activities are adapted for these students
Power Theme Competency Teacher adapts the lesson by changing the type of activity, pace of the lesson, depth of content and organization of vulnerable groups to meet the learning needs of each student
Extension Theme Competency Teacher's planning takes full account of prior learning and consolidates, builds and extends learning opportunities for all students

Model of Implementation Linked to Ongoing Professional Development

The EdisonLearning Framework for Learning and Teaching model for implementation does not simply evaluate teacher performance – rather, it combines the measurement of how much learning is occurring with a systematic, whole-school and differentiated professional development support model. The framework supports the belief that the only way to improve outcomes for students is to unite the evaluation and feedback of quality teaching with a formative support system for teacher development. In our model, a teacher would receive formative feedback from a leader three times a year and from a colleague four times a year. Not only will a teacher participate in seven feedback conversations, but they will also receive school-wide and differentiated professional development mapped to the school's goals as well as their individual needs. This comprehensive teacher growth system works to increase a teacher's capacity to promote learning as well as build a school-wide culture that shares a common language for learning.

Blended Learning Professional Development
During professional development training sessions, New Life Academy teachers will be trained in using EdisonLearning's unique Pedagogical Model. This model requires teachers to harness the blended learning face to face environment and support the online learning component. Teachers work in unified teams, collaborating on student needs and developing interdisciplinary projects. They constantly adapt their instruction as they are informed by live data flows tracking student progress and achievement needs.

All adults in our blended learning environments serve as foundational guides and personal learning coaches. In addition, our teachers serve as both responsive tutors and project mentors. With this model, we harness not only the skill set of all adults, but use time and space wisely to meet the individual learning needs of each student.

Question #3: Teacher Evaluation

Q. 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.

When teachers choose to teach at New Life Academy, they also choose to accept accountability for student performance and for their own performance. This requires teachers to commit themselves to maintaining a proficient level of performance, to continuously improve their own instructional practice and to establish a learning environment that is conducive to the school's goals. Accordingly, the teacher performance evaluation process at New Life Academy is designed to ensure all teachers understand the expectations for proficient instructional practice, and have multiple opportunities throughout the school year to receive feedback on their performance to support their continuous improvement.

The teacher evaluation process consists of the following components:

- Review of data to establish baseline for teacher against the EdisonLearning Framework for Learning and Teaching and against the Professional Attributes Rubric
- Formal and informal classroom observations
- Informal observations of non-classroom teacher responsibilities
- A self-evaluation
- A summative assessment by the principal

Establishing a Baseline
At the beginning of the school year, each teacher will work with the principal to determine where s/he currently fits within the Framework for Learning and Teaching and the Professional Attribute Rubric. For returning teachers, this work will have been done as a result of the previous year's evaluation process. For new teachers, the principal will conduct several observations within the first six weeks of school. Based on those observations, the principal will meet with the new teacher and use the data from those classroom visits and informal, non-instructional observations to establish the baseline.

Informal Observations
Informal observations are continual and unscheduled, and are often referred to as "ongoing observations." Principals, academy directors, lead teachers, and/or curriculum coordinators may all conduct various types of informal observations throughout the year, and are expected to record their impressions of each teacher's style and effectiveness. New Life Academy staff members may also contribute their informal observations to the principal, preferably in written form (email is acceptable). Principals are expected to provide feedback to each teacher after each informal observation. The feedback may be written or verbal, and the focus and quantity of the feedback is likely to vary throughout the year. These routine observations will contribute greatly to the summative assessment of each teacher's or professional staff member's work.

Informal observations also refer to the principal's assessment of the teacher outside the instructional arena. Teachers are expected to meet expectations in demonstrating their professional capabilities, which include attributes like their ability to collaborate with their colleagues to communicate effectively with parents, and to use technology appropriately for both instructional and administrative tasks.

Formal Observations

Formal observations provide a more structured opportunity for principals to assess teachers against the Framework for Learning and Teaching, and to provide more substantial, concrete feedback. EdisonLearning policy is that all teachers should be formally observed a minimum of 3 times during the school year, once before the end of October, a second time by the end of January, and a third time by the end of April.

Principals are asked to use the Lesson Observation Reference and Evidence Form from the Framework for Learning and Teaching during the observation, to take notes and gather data. After the observation is complete, the principal will schedule time to meet with the teacher for a brief (15 – 20 minute) reflection session. The purpose of the reflection session is to accomplish the following:

- Identify strengths and areas of improvement noted in the observed lesson review of teacher's current data as it relates to the Framework for Learning and Teaching and Professional Attributes Rubric
- Mark progress against professional growth goals, and determine if changes need to be made to those goals.
- Review student achievement data and discuss plans for continuous improvement for students

The Observation Reference & Evidence form and the Teacher Classroom Observation forms are both completed as part of the formal observation process. After the reflection meeting, these forms are filed in the Employee's Personnel file.

Teacher Professional Attributes Observations (Formal & Informal)
Teachers and professional staff have other responsibilities in addition to their core instructional duties which are important to their success and to the school's success overall. During the course of the school year, the principal, academy director and lead teacher will observe the teacher exhibiting these other skills, including attributes like the teacher's ability to collaborate with colleagues to accomplish team/school goals, to adapt to changes, to meet deadlines, to follow school policies and procedures, and to be on time. By gathering evidence through mostly informal observations, the school leaders will write notes using the Teacher Professional Attributes Rubric and provide feedback to the teacher in these critical supporting areas. Those notes and rubric results will be kept as part of the employee's personnel file, and will be considered by the principal as part of the teacher's summative evaluation.

Self-Evaluation
At the end of the year, each teacher will be asked to complete an independent self-evaluation. This reflective document will consist of two sections: the teacher's self-rating and comments based on the Framework and the teacher's self-rating on the Professional Attributes Rubric. Both documents will become part of the employee's personnel file, and will be used as a basis of discussion for the final evaluation conversation with the teacher's supervisor.

Summative Evaluation

Each year, the principal (or Academy Director if appropriate) will use a Summative Evaluation protocol to draw upon information gathered from formal and informal observations, as well as student performance data, to produce a summative evaluation of each teacher. This summative evaluation will provide a final overall rating of the teacher's performance for the year and will be reviewed during a formal performance evaluation meeting between the principal and the teachers.

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

During the course of the school year, the teacher is expected to take the necessary actions that were outlined in the professional growth plan at the beginning of the year (or for returning teachers, the end of the prior year). If a teacher is experiencing difficulty in making progress against growth goals, the teacher must reach out the principal for support.

The principal and teacher should review the teacher's progress against his/her growth goals during the second touch-base meeting, which is likely to occur mid-year. This will give them the opportunity to see what progress has been made, identify any support necessary to help the teacher achieve the goals, and determine if any goals need to be updated or changed.

Teachers should track their progress against their professional development goals, gathering evidence of the work accomplished. Whether it is a brief summary of a book that has been read, a certificate from a course that was taken, a schedule of other classrooms they observed and what they learned from the observation, or their work on an action plan with other teachers, the evidence should be collected, placed in their professional portfolio and prepared for the end of year conversation with the principal. Prior to their summative evaluation meeting with the principal, teachers should complete part "C" of the Professional Growth Plan form to describe their progress made, and update their portfolio with the evidence of their work and growth.

Goal Achievement & Review

At the end of each year, the principal will set aside time to meet with the teacher to discuss the teacher's progress during the course of the year. The conversation regarding professional growth goals can take place during the same time as the teacher's performance evaluation conversation, or it can be conducted separately. During the meeting, the teacher and principal will review the teacher's portfolio and progress, discuss the results and identify preliminary professional growth goals for the following year.

Domain 3: Operational Capacity

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.

All non-academic services will be monitored and managed by using our Lead Measure Scorecard and the Client Relationship Management Four-Blocker. The documents monitor progress on both academic and non-academic goals and metrics. The CRM Four-Blocker addresses the following areas for each individual school partnership:

- Financial Strength
- Operational Excellence
- Site Capacity
- Client Engagement

The CRM Four-Blocker is reviewed during weekly site team calls and bi-monthly Senior Leadership Management Team calls. Example:

EdisonLearning Client Review Process Measures

Site Capacity
GROW - Build on strong site capacity
➤Staff proficient in implementing the EdisonLearning design/SIP
➤Staff and EdisonLearning team work collaboratively to achieve site transformation
HARVEST - Strengthen site capacity
➤Key staff members positioned to implement the EdisonLearning design /SIP
➤High level of engagement between EdisonLearning and site staff
FIX - Manage site capacity issues
➤Minimal knowledge and or implementation of the EdisonLearning design/SIP
➤Some talent present to support design execution
EXIT - Strategic decision to exit relationship
➤Resistance to EdisonLearning design /SIP
➤Lack of talent in place to effectively implement the EdisonLearning design

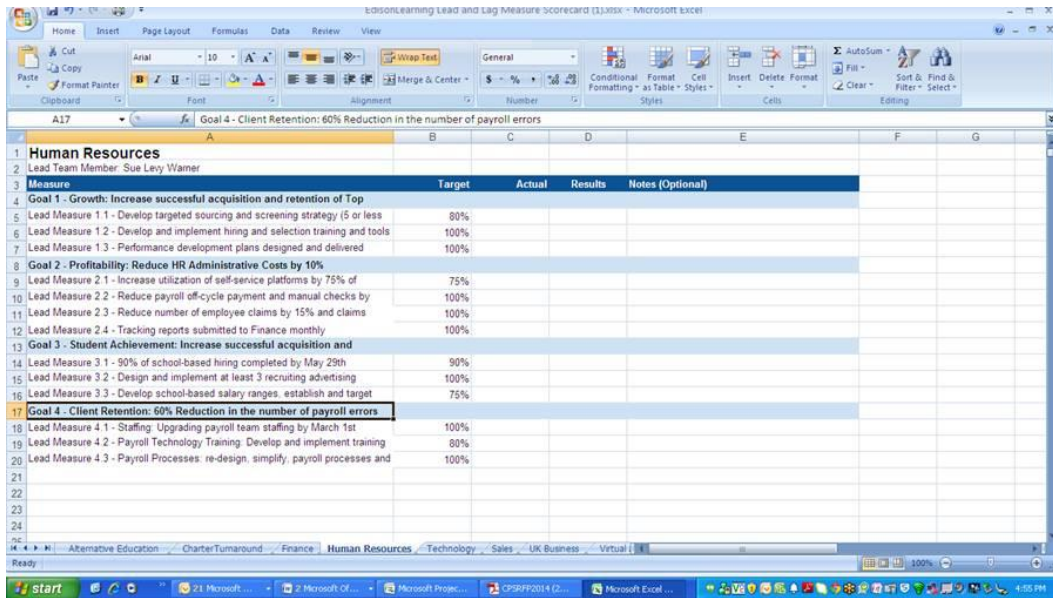| Client Engagement |
|---|
| **GROW** - Leverage strong client relationship for future growth |
| ➤Client is an advocate for the EdisonLearning partnership |
| ➤Client actively seeking opportunities to strengthen relationship |
| **HARVEST** - Increase client engagement |
| ➤Consistent communication around contract performance |
| ➤Client provides appropriate oversight |
| **FIX** - Manage client engagement issues |
| ➤Lack of consistent client communication around implementation |
| ➤Minimal site visits by key stakeholders |
| **EXIT** - Strategic decision to exit relationship |
| ➤Client seeking other solutions |
| ➤Client questioning the added value of the EdisonLearning partnership |

Financial Strength		
GROW - Build on positive operating performance & leverage for future growth		
➢Budget to management estimate variance favorable		
➢Enrollment exceeding target		
HARVEST - Improve operating performance		
➢Budget to management estimate on track		
➢Enrollment on target		
FIX - Manage revenue and expenses		
➢Budget to management estimate variance unfavorable, between 1-10% (yellow)		
➢Enrollment below target by less than 10% (yellow)		
EXIT - Strategic decision to exit relationship		
➢Budget to management estimate variance unfavorable, greater than10% (red)		
➢Enrollment below target by more than 10% (red)		

Operational Excellence		
GROW - Build on positive student achievement results		
➢Exceeded student achievement target or at least 90% of KPIs met		
HARVEST - Increase student achievement results		
➢Student achievement target met or 80 -90% of KPIs met		
FIX - Manage student performance issues		
➢Student achievement less than state average or KPIs met between 60-80%		
EXIT - Strategic decision to exit relationship		
➢Student achievement well below state average or KPIs met below 60%		

Accounts Receivable		
GROW - Build on positive cashflow		
➢All A/R is current (within 60 days)		
HARVEST - Improve cashflow		
➢A/R is a mix of current and over 60 days		
FIX - Manage cashflow		
➢A/R is a mix of current and over 90 days		
EXIT - Strategic decision to exit relationship		
➢A/R is a mix of current and over 120 days		

The **Lead Measure Scorecards** are designed to address companywide performance as well as individual site performance. The Lead Measure Scorecards are reviewed during bi-monthly SLT meetings. The premise behind the lead measures is that they are forward looking and anticipate potential issues before that take root. Only those factors that have a direct influence on the goals are measured. This allows us to address immediately any issues that could have a detrimental impact on our yearend performance results.

Example of Lead Measure Scorecard

The screenshot shows a Microsoft Excel spreadsheet titled "EdisonLearning Lead and Lag Measure Scorecard (1).xlsx - Microsoft Excel" with cell A17 containing "Goal 4 - Client Retention: 60% Reduction in the number of payroll errors".

	A	B	C	D	E	F	G
1	**Human Resources**						
2	Lead Team Member: Sue Levy Warner						
3	**Measure**	**Target**	**Actual**	**Results**	**Notes (Optional)**		
4	Goal 1 - Growth: Increase successful acquisition and retention of Top						
5	Lead Measure 1.1 - Develop targeted sourcing and screening strategy (5 or less	80%					
6	Lead Measure 1.2 - Develop and implement hiring and selection training and tools	100%					
7	Lead Measure 1.3 - Performance development plans designed and delivered	100%					
8	Goal 2 - Profitability: Reduce HR Administrative Costs by 10%						
9	Lead Measure 2.1 - Increase utilization of self-service platforms by 75% of	75%					
10	Lead Measure 2.2 - Reduce payroll off-cycle payment and manual checks by	100%					
11	Lead Measure 2.3 - Reduce number of employee claims by 15% and claims	100%					
12	Lead Measure 2.4 - Tracking reports submitted to Finance monthly	100%					
13	Goal 3 - Student Achievement: Increase successful acquisition and						
14	Lead Measure 3.1 - 90% of school-based hiring completed by May 29th	90%					
15	Lead Measure 3.2 - Design and implement at least 3 recruiting advertising	100%					
16	Lead Measure 3.3 - Develop school-based salary ranges, establish and target	75%					
17	Goal 4 - Client Retention: 60% Reduction in the number of payroll errors						
18	Lead Measure 4.1 - Staffing: Upgrading payroll team staffing by March 1st	100%					
19	Lead Measure 4.2 - Payroll Technology Training: Develop and implement training	80%					
20	Lead Measure 4.3 - Payroll Processes: re-design, simplify, payroll processes and	100%					

Question #2: Start-up Plan

Q. 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.

Please find below a template project plan for Manage School Start-ups that EdisonLeanring uses when opening new schools:

EDUCATION / CURRICULUM/PD					
Education/Curriculum	Start	Finish	Team Member(s):	Pre Contract Tasks (insert X)	Predecessors
Tasks:					
Determine and hire education support team					
Determine special needs population, both ELL and SpEd					
Determine reading program					
Determine any contractual and other education requirements/issues including budgetary					
Determine schedule based on reading program					
Scrub custom catalogues, taking all of above into consideration					
Professional Development	Start	Finish	Team Member(s):	Pre Contract Tasks (insert X)	Predecessors
General PD items					

Prior to final contract, confirm PD components to be delivered.	2/1/20 05	3/1/20 05	Developer/Val Levenberg/Christine Cosmos			
Identify How/When will these components be offered (generally)	2/1/20 05	3/1/20 05	Developer/Val Levenberg/Christine Cosmos			
Identify Who will be responsible for the implementation of the components	2/1/20 05	3/1/20 05	Val Levenberg/Christine Cosmos			
Confirm schools closing dates for summer training registration purposes	3/1/20 05	4/1/20 05	Christine Cosmos			14
Communicate pd info to new sites	3/1/20 05	4/1/20 05	Developer/Project Manager/AVP			14
Edison Leadership Institute						
Identify and contract with training site	2/15/2 005	4/1/20 05	Cosmos/Borth	X		
Identify team from site to attend team training	5/1/20 05	6/30/2 005	AVP/Principal			
Prepare registration materials and method of registration	5/1/20 05	6/1/20 05	Christine Cosmos and team			22
Manage registration/travel	6/1/20 05	7/11/2 005	PD team and Principals			24
Prepare and plan conference	3/1/20 05	7/11/2 005	PD team/Laurie Pendleton	X		
Teaching Academy						
Identify and contract with training site *Phily would attend TA at the end of August with other Philly sites	3/1/20 05	5/1/20 05	Cosmos/Borth			14
Prepare registration materials and method of registration	6/1/20 05	7/1/20 05	Christine Cosmos and team			29
Manage registration/travel	7/15/2 005	8/15/2 005	PD team and Principals			30
Prepare and plan conference	6/1/20 05	8/15/2 005	PD team	X		
Learning Environment						
Confirm/Identify dates that work for site based LE training	4/1/20 05		Cosmos/Pendleton/Develo per/AVP			15
Identify trainers	6/1/20 05	7/1/20 05	PD team/Laurie Pendleton	X		
Prepare and plan training	6/1/20 05	7/1/20 05	PD team/Laurie Pendleton	X		

Question #3: Student Enrollment

Q. 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.

EdisonLearning uses an enrollment dashboard to monitor student retention and attrition. Our average attendance for the FY14/15 school year across all of our managed schools campuses is 99.4%. We are successful in meeting our enrollment targets year over year by maintaining strict adherence to our enrollment model.

Student Enrollment				
Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
200	200	200	200	200
200	200	200	200	200
	200	200	200	200

		200	200	200
			200	200
				200

Question #4: Student Recruitment

Q. 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?

EdisonLearning desires for all students at New Life Academy to become successful learners, confident individuals and responsible citizens. Our vision will include an open registration process with a robust outreach strategy that will give students equal opportunity to register for the 2016-2017 School Year.

Our recommendation for successfully registering students will consist of implementing a comprehensive community outreach strategy. In support of the community outreach, a Community Outreach Coordinator should be hired. This position is critical to implementing an effective enrollment campaign and successfully reaching the school's enrollment targets.

As part of the enrollment plan and in addition to grassroots efforts, we recommend different media be used to mount an extensive public information campaign about the school. Direct mail, advertising in local newspapers and radio stations, and hand-distributed school literature will provide widespread notification of New Life Academy.

EdisonLearning's recruitment strategies rely heavily on referrals from the community, individual members and partner agencies. Our MJBA Chicago community partners serve students with disabilities and students in temporary living situations. These community partners will also be the focus of our enrollment campaigns for New Life Academy. EdisonLearning recruitment materials will clearly state that enrollment is open to all students and feature a broad diversity of student images.

Section 3.1.b. Operational Compliance

Question #1: Application and Enrollment Policies

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

At New Life Academy we believe in providing all students with an equal opportunity to attain a world-class education and a culture of excellence. We recognize that families are seeking a rigorous curriculum with opportunities to excel in our community and our global society.

Rules and procedures that will govern the admission of students to the charter school

The school will have an open enrollment process and will fully comply with Illinois State Law regarding admission policies and procedures, as well as other applicable state and federal provisions. Admission to the school will not be unlawfully restricted on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, gender, disability, race, creed, national origin, religion, or any other ground that would be unlawful. The school will be nonsectarian in all respects, and will comply with state and federal laws applicable to public schools concerning the separation of church and state.

Pursuant to 105 ILS 5/27A-4(d) New Life Academy will enroll students who reside within the geographic boundaries of the area served by the local school board. Proof of residency will be required as part of the registration process (among other required documentation, as listed below). Should the number of applications exceed the number of available seats in any program, class, grade level or building, all applicants will have an equal chance of being admitted through a random selection process.

The following registration documents will be required along with the admission application for new and transfer students to enroll at New Life Academy:

- Official Certificate of Birth.
- Proof of residence of parent or legal guardian.
- Child's immunization records and health screening (eye, ear and dental).
- Child's records from previous school (report card, school withdrawal form, discipline record).
- Proof of legal guardianship.
- Home Language Survey.
- IEP (for students with disabilities only)

Parents will have the option of presenting their child's social security number for the sole purpose of providing student identification or may choose to object to the use of their child's social security. Students without social security numbers or cards will be assigned a unique identification number through our student information system.

Enrollment priorities pursuant to I05 ILCS 4(h)

Enrollment preference will be given to applicants in order of priority:

1) a sibling of a student enrolled in the school
2) a sibling enrolled in another local school in the designated area where the charter school will be located
3) a student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional or other employee at the charter school and
4) a student matriculating from a local school in the designated area where the charter school will be located.

All students will either be enrolled or placed on a waiting list.

Steps that will be taken to reach students representative of the racial and socioeconomic diversity in the school district

An analysis of the public schools' student population in the communities surrounding New Life Academy suggests that we will combine student populations from different economic and ethnic backgrounds.

We cannot assume our entire population will draw from the schools located near our facility; therefore, enrollment will be open to all students that reside within the Grand Crossing community. Thus, we would also potentially draw from the home-school population and the private school sector.

To attract a sufficient pool of applicants and interested parents of potential students our strategy will include:

- The implementation of an enrollment process that allows for broad-based recruiting and inclusive applications.
- Promotional and informational material (in all appropriate languages) that appeals to all of the various groups in our recruitment area.
- Use of the Internet, social media, and advertising in local papers
- Sending self-mailers to families in the target area and follow-up monthly postcards notifying of upcoming parent meetings at the site.
- Contacting various civic and community associations in our target area.
- Parent Sponsored Meetings: Either at their respective homes or at other locations designated by the families.

We will continue to make direct contact with parents through meetings at places of worship and community and recreation centers. In addition to circulating parent survey forms to gauge community interest, we will communicate information about the school and enrollment in Spanish and English and through local media in our continuing efforts to contact harder to reach families.

Different media will be used to mount an extensive public information campaign about the school. Direct mail, advertising in local newspapers and radio stations, and hand-distributed school literature will provide widespread notification of the opening of New Life Academy throughout all segments of the community. Our goal is that the students attending New Life Academy will reflect the broad range of ethnic and socio-economic diversity that makes our community vibrant. Although student enrollment is open to all students in the school district, we will conduct the bulk of our grassroots efforts to parents primarily in the Grand Crossing community.

Plan for recruiting students and for maintaining/increasing enrollment.

Ideally the school's enrollment period will longest during the first two years in order to continue marketing and garnering sufficient enrollment to fill up designated grades in the first years. The timetable is dependent on approval of the charter application for the process of recruiting, registering and admitting students the initial year will be as follows (this timetable will be adjusted accordingly if approval is not granted by the intended date:

- Beginning the first of February: Disseminate information about the school's educational program, services, amenities, application procedures, and the admissions processes via recruitment/marketing efforts specified in this petition.
- March 1st: Enrollment process begins.

- April 1st–15th: Conduct registration, and lottery (as necessary).
- April 30th: Notify students by mail of their acceptance or wait list status.
- May 1st through school opening: Enroll students as spaces are available. If the school's capacity has not been reached by April 15th, the school will continue to accept applications, up to the point at which the school reaches its maximum capacity per grade.

In subsequent years, the enrollment process will commence in March of each year and end by April 1st of the same year. Notifications of enrollment will be made no later than April 15th of each year. If the school's capacity has not been reached by April 1st, the school will continue to accept student applications, up to the point at which the school reaches its maximum capacity per grade.

The dates and times of the registration period will be established by the Governing Board each year. All complete applications for eligible students that are received during this period set by the Board will be admitted unless there are more applications than spaces available. In that case, spaces remaining in each class will be awarded on the basis of a lottery. New Life Academy admission lotteries will occur in a public setting where a neutral party can conduct the lottery on behalf of the school.

After the lottery is held for available seats, each additional name drawn in the lottery system will be assigned, per grade level, to an ordered waiting list. If a student from the lottery results list does not register (within the time allowed) or chooses not to attend the school, the first person on the ordered waiting list will be given the opportunity to register. Should the ordered waiting list be exhausted, students will be selected randomly from the general waiting list. This procedure will continue throughout the school year. The waiting list will only be in effect for one school year; waiting lists will not be carried over year-to-year.

New Life Academy lottery policies and processes will be clearly written, posted, and distributed to reflect state laws regarding random selection**.**

See Appendix 3.1.b for copies of application, registration, and enrollment forms.

Question #2: Transportation

Q. 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.

The EdisonLearning New Life Academy student enrollment forms ask families how they intend to transport their students to and from school. We will utilize a combination of transportation methods to meet the needs of students. The Site Operations Manager (SOM) will oversee the transportation services and supports. New Life Academy may offer a combination of the following transportation items as result of the student transportation survey in the application:
- Subsidized Public Transportation
- Coordinated Parent and Volunteer Carpools
- Bus Servic
-

Note: the proposed school site will be co-located at an existing CPS campus, New Life Academy will also explore the possibility of creating a collaborative transportation model to support the transportation needs of Hirsch Students and New Life Academy Students.

Question #3: ADA Compliance

Q. 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.

The Board is committed to providing "reasonable accommodations" in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. The Board will take such actions as are necessary to ensure that no qualified person is denied the benefits of, excluded from participation in, or use of programs or activities provided by the School.

Dimension 3.2: Oversight and Accountability

Section 3.2.a. Governance:

Question #1: Structure

Q. 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.

Officer Duties

The Chair shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Trustees, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The Chair shall have a full and equal vote as accorded to all trustees. The Chair may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Trustees. The Chair may delegate, as needed, to any other officer any or all of the duties of the office of Chair. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.

The Vice Chair shall have such duties and responsibilities as may be delegated to him/her by the Chair. The Vice Chair shall have full and equal vote as accorded to all trustees. In the absence of the Chair, the Vice Chair shall perform all the duties of the Chair and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the Chair, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.

The Secretary shall cause notices of all meetings to be served to all members of the Board of Trustees and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Trustee member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Trustees. The Treasurer shall ensure that the Business Administrator deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositaries as shall be designated by the Board of Trustees. The Treasurer shall provide oversight to the Business Administrator in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Trustees. The Treasurer shall render to the Board of Trustees and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Trustees a detailed written financial report in compliance with the Illinois statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of the Corporation and provide a report on them to the Board of Trustees.

The following description of the structure of the governing Board is from Article III of the Board Bylaws:

ARTICLE III   Board of Trustees

Section 1.   Number. The Board of Trustees shall consist of not less than five and not more than eleven persons. The Director of the charter school shall be a non-voting member of the Board of Trustees.

Section 2.   Qualifications.

Section 3.   Term.   Trustees shall be elected for three year terms. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy(ies) needs to be filled.

Section 4.   Powers. The Board of Trustees shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Trustees may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 5.   Election. The names of the initial Trustees are set forth in the Certificate of Incorporation. The successor Trustees shall be elected by the majority voting members of the existing Trustees. The positions of those trustees whose terms have expired shall be open to be filled by those members eligible to vote. Parents of students are eligible to reside as a board member. 1 Parent/School Community Member Trustee shall be elected by the majority voting members at the first annual meeting. The successor Parent/Community Member Trustee shall be elected at the annual meeting scheduled during the year of the serving Parent/Community Member's expiring term. Parents must submit a requests to serve as the parent/Community Member Trustee at least 90 days prior to the scheduled Annual Meeting of the expiring term of service and the board members shall elect the Parent/ Community Member by the majority voting

members of the existing trustees.

Section 6.   Term Limits. Trustee membership shall be limited to two-year terms. Previous Trustees shall be re-eligible for membership at the end of each term.

Section 7.   Resignation and Removal. A Trustee may resign by submitting his or her resignation in writing to the Chair of the Board of Trustees. A Trustee may be removed for cause at a meeting of Trustees by an affirmative vote of two-thirds of the remaining Board of Trustees. Trustees being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 9.   Annual Meeting. An annual meeting of the Board of Trustees for the election of Trustees and Officers and such other business as may come before the meeting shall be held in May of each year. Written notice shall be given not less than 30 days nor more than 90 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice. The notice shall comply with the Open Public Meetings Act (5 ILCS 120).

For more information, please see the Board Bylaws in appendix 3.2.a.

Question #2: Progress Monitoring

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

Student Performance is the primary measure of school quality. The Board shall use the State's and CPS assessment, ratings and accountability metrics as objective and verifiable measures of student achievement and school performance. Additional measures of both charter school quality and our management Companies evaluation will include both financial and legal performance benchmarks.

In order to make fair and transparent decisions regarding management contract revocations, extensions and renewals, the board has determined that it is the best interests of the Board, our Charter School, students, parents and the public to articulate clear performance standards for our Charter School and to evaluate the school's level of academic achievement with respect to those standards.

Evaluation Standards

The Board has determined that the performance of both our Charter School and our Management Company will be evaluated in the following categories:
- Student Performance
- Financial Performance
- Legal and Contract Performance

Student Performance

The Boards will annually evaluate our Charter School and Management Company performance against the

following student performance indicators and standards:

INDICATOR	STANDARD
SPS Assessment Index Baseline	**80% or above**
SPS Assessment Index Growth	**Meet growth target**
AYP Subgroup	**Meet for all subgroups**
% Basic or Above	**10% or greater increase**
Attendance	**Both State and CPS Average or above**
Dropout	**Both State and CPS Average or below**

As student performance is the primary indicator of school quality, the board will heavily factor all annual evaluations and contract extensions and renewal decisions with our Management Company on our school's achievement of student performance standards.

Financial Performance

The Board to insure that our Charter School is meeting accepted accounting standards for fiscal management, to ensure that both the use of public funds and successful school operations, will annually evaluate our Charter School against the following financial performance indicators and standards:

INDICATOR	STANDARD
*Prior and Current Year Budgets	both budgets balanced using realistic and responsible assumptions.
*Financial Audit	Unqualified opinion; No major findings
*Financial Obligations	All in good standing
*Financial reporting	Timely and sufficient filing of all CPS required financial reports

The Board shall use budget and cash flow statements and financial audits reports submitted pursuant to the contract between the Charter School and CPS to determine if the school has met the financial standards set defined by CPS.

An audit finding shall be considered "Major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes the loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school. "Financial Obligations" shall include, but not limited to pension payments , payroll taxes, insurance coverage and loan payments and terms.

Legal and Contract Performance

The Board shall assess a school's performance in relation to the legal and contract standards listed below.

INDICATOR	STANDARD
*Special education and ELL Program	*Pursuant to applicable law and contract provisions
*Student Enrollment	*Pursuant to applicable law and contract provisions
*Student Discipline	*Pursuant to applicable law and contract provisions
*Health and Safety	*Pursuant to applicable law and contract provisions
*Governance	*Pursuant to applicable law and contract provisions

*Facilities   *Pursuant to applicable law and contract provisions

In assessing legal and contract indicators, the Board may consider information from various sources including, but not limited to audits, site visits, and information provided by parents and employees.

In general, the Board will consider the standard not met if a violation a deliberate act of wrongdoing reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously Jeopardizes the rights of students, safety of students or continued operation of the school.

Upholding the Standards

It is our responsibility of the Board to hold our Management Company and employees accountable for achieving the student, financial and legal and contract performance standards by annually evaluating performance against these standards and by making decisions about contract extensions and renewals of our Management Contract based on such evaluations.

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

Question #1: Board Experience

Q. 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.

Please see appendix 3.2b for proposed Board Chair and two other directors. This section will be updated in Tier 2.

Question #2: Composition

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

The Board of Trustees will seek to comprise itself of individuals who possess particular skill sets to include: financial management, academic oversight, human resources, fundraising, real estate and legal expertise. In addition, at least one-third of the board will have prior governance experience.

The board composition will represent as much diversity of perspectives and opinions as possible to truly represent the public interest of the community it serves. The board will seek members who are diverse in ethnicity, gender, age, geography, and socio-economic background. The board will have at least one member who is a parent of a student enrolled at the school and/or a Community member who resides within the community in which the school facility is located to cultivate direct connections to the community it serves in order to truly understand the community and receive appropriate/authentic

community input.

Please see the Board Bylaws for more information on Board Composition.

Question #3: Recruitment
Q. 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.

Step 1: Establish Board development committee

New Life Academy Charter established a board development committee. The board development committee consists of five professionals from Edisonlearning and two professionals from New Life Covenant Church/Lighthouse. The development committee understands the vision and mission of New Life Academy Charter School and the importance of having a diverse and successful board. The development committee has put in place a recruitment process, including locating the best talent to represent a diverse school board.

Step 2: Determine strategies to build board diversity

New Life Academy Charter School identified and established descriptions for a diverse board. The board members will have at least five years' experience in the following areas: Accounting/Finance, Fundraising/Development, Construction/Real Estate, Legal, Technology, PR/HR, Marketing/Communications, Education, Community/Volunteer, Board Experience, and Medical.

Step 3: Prepare for active board member selection (please see next question)

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

Board selection efforts have started. The board development committee started by:

a. Identifying the needs of the board,
b. Identifying gaps in capabilities,
c. Identifying potential candidates,
d. spending time with each member outside of the professional environment,
e. reviewing the references and recommendations,
f. ranking candidates in order of preference and area of need,
g. interviewing with a committee for a vote.

Question #5: Transition
Q. 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 transition plan for the founding Board to become the "working" Board will officially take place in

August, 2015 once all Board members are recruited. In September 2015, monthly trainings will be implemented.

Prior to August 2015, the founding Board will be responsible for recruiting additional board members, advertise in the Grand Crossing Community, and help recruit for the NAC.

- Board Committees: Training, September, 2015
- The school board's responsibility: Training, October, 2015
- Exceptional Governance-Tools and Strategies: Training, November 2015
- Life Cycles of Charter School Boards: Training, December 2015
- Phases of Board Education
    - Start-up: Training, January 2016
    - Transition/Adolescence: Training, February 2016
    - Highly Effective Board: Training, March 2016
- Dysfunctional Phases of a Board: Training, April 2016
- Highly Effective Board Chairs: Training, May 2016
- Effective Meetings: Training, June 2016
- Conducting Meetings: Training, July 2016
- Board Meeting Agendas: Training, August 2016

Question #6: Training

Q. Describe any orientation and ongoing training that Board members will receive, including a timeline for training and topics to be addressed.

Board members will initially receive professional development training in the following areas:

- The school board's responsibility
- Exceptional Governance-Tools and Strategies
- Life Cycles of Charter School Boards
- Phases of Board Education, including:
    - Start-up
    - Transition/Adolescence
    - Highly Effective Board
- Dysfunctional Phases of a Board
- Highly Effective Board Chairs
- Board Committees
- Effective Meetings
- Conducting Meetings
- Board Meeting Agendas

Other training topics will be based on school functions, emergencies, and any areas in need of attention and/or correction.

Question #7: Board Self-Evaluation

Q. 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 perform an evaluation of its own effectiveness on an ongoing basis using clearly articulated, measurable goals and metrics as laid out in the **NEW LIFE ACADEMY CHARTER BOARD SELF EVALUATION TOOL:**

LEADERSHIP ROLES	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board. Board Members demonstrate awareness of their responsibilities through appropriate actions.	There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board.	The responsibilities of the Board Members have not been addressed by the Board.
	There is a good working relationship with clear understanding of responsibilities between School Leader and Board Chair where communication is open, honest, and regular.	There is a good working relationship between School Leader and Board Chair.	There is confusion/tension about the responsibilities of Board Members in relation to School management.

COMPOSITION	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	9-21 Members	7-8 or 22-25	Less than 7 Members
	No more than 25%staff/*Interested persons*	No more than 33% staff/*Interested persons*	More than 40% are staff/*Interested persons*
	There is a Target Profile of expertise and perspective needed on Board which sets current and future recruitment priorities	Current board recruitment priorities have been determined, but there isn't an overall Target Profile – or a process for determining priorities in the future	Board recruitment is a random process
	Expertise in key fields *[e.g. Attorney, Accountant, Educator]* is currently on the Board (See attached board composition matrix)	Board has expertise in most fields- needs to recruit additional members with specific qualifications	Significant gaps in expertise

	Board has diversity relevant to community & school population	More community perspective on the Board would be beneficial on the Board	Little or no community representation on the Board
	Defined terms & Board Election Process is open and transparent resulting in diverse, independent candidates, with appropriate skill sets	Defined terms - Board Election Process controlled by leadership	No established procedures for Board recruitment or election
	Defined orientation process	Informal orientation	No specific orientation

COMMITTEES	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	Has functioning committees focused on key issues: Finance, Academic Achievement, Resource Development, Human Resources, Community Relations and Board Development. The existence and role of an Executive Committee and the specific configuration of the committees may vary-depending on size and expertise of the board.	Has committee structure-but only some of committees are functioning well Need to clarify the role of the committees in relation to the Board	No committee structure Executive Committee makes all major decisions
	Staff responsibilities in relation to each committee are clearly defined and practically implemented	Staff responsibilities in relation to each committee are defined	No designated staff liaison

MEETINGS	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	At least 10 meetings with schedule planned in advance; additional meetings scheduled when required	Average of 10 meetings-with dates determined periodically	Meeting schedule irregular, less than 10 meetings
	Public given advance notice of meeting schedule in a regular and accessible manner	Public given advance notice before each meeting	Public given "last minute" or less than 72 hour notice
	Meetings held in location convenient to public	Some, but not all meetings held in location convenient to public	Meetings located for Board Members' rather than public convenience

Agenda & relevant background information provided at least 5 days in advance of meetings	Some information may not be given to Board until meeting	No advance distribution of materials
Meetings average 90 minutes-but no longer Meetings average between 2-3 hours than 2 hours		Meetings average 3 or more hours
Agenda focused on issues to be addressed by board-not just reporting sessions; Board is appropriately deliberative Over 50% of board meeting time is focused on school performance	Tendency for agenda to consist of staff reports with Executive Committee pre-approval Up to 50% of meetings focused on school performance	Mostly reporting or Board trying to micro-manage Insufficient time/attention focused on school performance
Minutes and record of attendance are maintained for all meetings, major debates, and clearly record motions and votes	Minutes and record of attendance are maintained for all meetings	Recording of minutes and records of attendance are spotty or incomplete
Board Members utilize and understand an appropriate system of procedural rules (i.e Robert's Rules of Order) which facilitate deliberation and the taking of appropriate actions	The Board has an informal set of meeting norms and is able to deliberate and take appropriate actions; norms are not necessarily transparent	Procedural rules are unclear or inconsistent, limited open deliberative process

GOVERNANCE EFFECTIVENESS	SATISFACTORY Could benefit from guidance to be fully effective	
STRONG		WEAK
All Board Members have read and fully understand the critical components of the Charter	All Board Members have a general knowledge of critical components of the Charter	Only some of the Board Members are knowledgeable about critical components of the Charter
Board sets policies to achieve mission & standards in Charter with input from stakeholders	Board reviews and approves policies recommended by staff to achieve mission & standards	The School Leader/Founder makes key decisions, with Board in "rubber stamp" mode
There is a clear evaluation process with There is an evaluation process—but clearer benchmarks and performance measures for benchmarks are needed School Leader, process is implemented There is a formal evaluation process to evaluate Board reviews relationship with partner on an annual partner's (mgt organization/educational partner) basis, assessing the		No regular evaluation Board has little understanding of partner agreement and provides little actual oversight or evaluation of its

	STRONG	SATISFACTORY	WEAK
	value added by the agreement performance and its major terms		effectiveness
	Board determines personnel policies which include grievance procedures and whistleblower policy	Board reviews personnel polices, which include grievance procedures & whistleblower policy	Personnel policies have not been reviewed or approved by Board
	Board pays attention to test results and considers action to improve when necessary	Board pays attention to test results—but leaves decisions for improvement to staff	Only some Board Members focus on test results
	Board members adhere to the by-laws, which are in accordance with Charter School standards. There is a schedule for the regular review of the by-Laws	Board members adhere to the by-laws, which are in accordance with Charter School standards. There is no scheduled time for review of the by-laws	Board Members are not knowledgeable about the bylaws
	The Board has an annual strategic planning process and is prepared to address critical changes, such as new location or change in student population	The Board engages in strategic planning periodically, but there is no on-going schedule for strategic planning	Board does not focus on strategic planning
	The Board fully understands its oversight responsibilities, and has procedures and scorecard for accomplishing it	Board understands its oversight responsibilities, but the process tends to be ad hoc	Board does not exercise proper oversight
	Board has adopted a comprehensive set of policies, is aware of their content, and implements them consistently	Board has adopted a comprehensive set of policies, but is generally unaware of their contents	Board has not adopted a comprehensive set of policies or policies are implemented haphazardly
	Board has an appropriate dispute resolution policy that addresses and resolves most disputes with a minimum level of rancor	Board has an appropriate adopted policy, it is consistently implemented	Dispute resolution policy poorly conceived or implemented, disputes not resolved appropriately

FUND RAISING	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	There is a clear statement of the support expected from Board Members	There is a general expectation that Board Members will contribute	Role of Board in giving or getting funds has not been

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		addressed
All Board Members make personal contribution	Most Board Members give or get resources for the School	A few Board Members are the sole providers of funds for the School
The Board Resource Development Committee works efficiently with staff in planning fundraising strategy	The Board has a Resource Development Committee	All fund raising activities are planned by staff
All Board Members participate in Fund Raising activities	Most Board Members participate in fund raising activities	Board Members do not consider fund raising to be part of their responsibilities

Section 3.2.c. Board Legal Compliance and Ethics Policies

Question #1: Transparency

Q. 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 Board will meet on the second Wednesday of every month at 6pm. Please see the Board Calendar in appendix 3.2.c.

The Board of Trustees recognizes it is a public entity and will respond to Requests for inspection or copies of any records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, cards, tapes, recordings, electronic data processing records, recorded information and all other documentary materials, regardless of physical form or characteristics, having been prepared, or having been or being used, received, possessed or under the control of any public body in accordance with the Freedom of Information Act (5 ILCS 140/3). Records that are not subject to release via the FOIA process include confidential and trade secret information.

Requests shall be made in writing and directed to the Board of Trustees. Written requests may be submitted to the Board of Trustees via personal delivery, mail, telefax. The Board of Trustees will not require that a request be submitted on a standard form or require the requester to specify the purpose for a request, except to determine whether the records are requested for a commercial purpose or whether to grant a request for a fee waiver. All requests for inspection and copying received by a Board of Trustees shall immediately be forwarded to its Board Chairperson. The Board of Trustees shall, promptly, either comply with or deny a request for public records within 5 business days after its receipt of the request, unless the time for response is properly extended under subsection (e) of the Freedom of Information Act (5 ILCS 140/3. Denials shall be in writing as provided in Section 9 of the Freedom of Information Act.

Question #2: Ethics Policy

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

A draft of the Ethics Policy is attached as appendix 3.2.c.Code of Ethics Policy.

Question #3: Conflicts of Interest Policy

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

The Board takes conflict of interest issues very seriously and has included a Conflicts of Interest Policy in the Ethics Policy. The Conflicts of Interest Policy is included below and in appendix 3.2.c (on pages 4-5 in the Ethics Policy).

Conflicts of Interest

A. No Official or Employee shall make, participate in making, or in any way attempt to use his or her position to influence any Board decision or action in which he or she knows or has reason to know that he or she has any Economic Interest distinguishable from that of the general public.

B. No Employee shall recommend, retain, or hire as an Employee or a Board Vendor any Person or entity with whom the Employee has a Business Relationship.

C. Employees are permitted to serve with compensation on the boards of directors of corporate entities that are not Doing Business with the Board or seeking to Do Business with the Board. This service will be deemed Secondary Employment and requires written approval from the appropriate Supervisor as outlined in Section XIII(C).

D. Board Members are permitted to serve without compensation on the boards of Not-forProfit Corporations, provided that Board Members file a statement of their participation on the Not-for-Profit board with the Secretary of the Board. Any Board Member sitting on a board of a Not-for-Profit Corporation shall Recuse himself or herself and Abstain from any vote or discussion related to the Not-for-Profit Doing Business with the Board, seeking to Do Business with the Board, or donating funds or services to the Board.

E. Employees are permitted to serve without compensation on the boards of Not-for-Profit Corporations. If the Employee knows or has reason to know that the Not-for-Profit is Doing Business or seeking to Do Business with the Board, the Employee must seek approval from the Ethics Advisor for his or her participation on the Not-for-Profit board. Any Employee sitting on the board of a Not-for-Profit Corporation shall Recuse himself or herself and Abstain from any vote or discussion related to the Not-for-profit Doing Business or seeking to Do Business with the Board.

F. Nothing in this Section shall apply to any Board Member appointment to the Public Building Commission or appointments to government boards made pursuant to law.

G. Charter or Contract School operators holding charter or contract agreements with the Board are in a unique relationship with the Board. Membership on a Charter or Contract School operator's governing board creates an inherent conflict of interest for Officials and Employees. Officials and Employees and their Spouses, Domestic Partners, Partners to a Civil Union, or other Members of their Household, are therefore prohibited from sitting on the governing board of either:

      1. A Charter School operator that holds a charter issued by the Board; or
      2. A Contract School operator that holds a Contract School agreement issued by the Board.

H. Representation of Other Persons

      1. No Official or Employee may represent or have an Economic Interest in the representation of any Person or entity other than the Board in any formal or informal proceeding or transaction before the Board or any of its committees. Nothing in this Section shall preclude:

      a. Any Employee from performing the duties of his or her employment; or
      b. Any Official from appearing without compensation
      c. Any Official or Employee from representing the before the Board or any Board committee in the course of his or her duties as an Official; or interest of his or her child in a due process or similar proceeding provided that the Official or Employee comply with any other Board Rules or Policies which are applicable to that proceeding.

      2. No Official or Employee may have an Economic Interest in the representation of any Person in any judicial or quasi-judicial proceeding before any administrative agency or court in which the Board or a Local School Council is a party and that Person's interest is adverse to that of the Board or the Local School Council.

Section 3.2.d. Accountability

Question #1: Organizational Chart
Q. 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.

New Life Academy Charter School will create and implement a successful diverse Board that will be beneficial in making decisions that benefits our students. The rationale for proposing the current organizational structure is to provide a strong diverse charter school Board in terms of sex, age, race, and occupation. The Board will have the expertise or experience in the following areas:
- Accounting/Finance
- Fundraising/Development
- Construction/Real Estate
- Legal
- Technology

- HR/Communications
- Education
- Medical
- Community/Volunteer
- Board Experience
- Parent Involvement

Lighthouse Incorporated serves as Advisory Board to New Life Academy Charter School. All voting power belongs to New Life Academy Charter School. The current members of the Lighthouse Advisory Board include: Board Chairman (professor), Attorney, Secretary, Treasurer, Real Estate Member, Marketing Member, Events Member, and Member overseeing Church Involvement.

The New Life Academy Charter Board includes: Board Chairman (professor), Vice Chairman, Finance, Real Estate Member, PR/Marketing Member, Education Member, Community Volunteer Member, and Attorney.

An organizational chart is included in appendix 3.2.d.

Question #2: School Leader Evaluation

Q. How will the Board hold network (if applicable) and school leader(s) accountable for school performance?

To hold the school principal accountable for good performance, the Board will complete a **Principal Performance Evaluation**

Overview

When principals choose to lead in EdisonLearning schools, they also choose to accept accountability for student performance and for their own performance. This requires principals to commit themselves to maintaining a proficient level of performance, to continuously improve their own leadership ability, and to establish a learning environment that is conducive to the school's goals. Accordingly, the principal performance evaluation process in EdisonLearning partnership schools is designed to ensure that the principal understands the expectations for his/her role, and has multiple opportunities throughout the school year to receive feedback on his/her performance to support continuous improvement.

The Principal Performance Evaluation process is designed to support principals as they execute the five leadership roles of Learning Leader, Organizational Leader, Culture Builder, Site Manager and EdisonLearning Partner, and measures their progress and success in achieving their annual achievement and professional growth goals.

Components of the Performance Evaluation Process
Below, we describe in detail the individual components of EdisonLearning's principal performance

evaluation process.

Establishing a Baseline & Setting Goals

Performance management is an ongoing, reflective process that uses various tools and strategies to support principal growth and success. The process begins before the start of each school year with a review of the previous year's performance results, including the extent to which achievement and professional goals were reached, self-reflection, the results from the Director of Achievement and Principal's performance assessment using the EdisonLearning Principal Leadership Rubric, and the results from the Vanderbilt Assessment of Leadership in Education (VAL-Ed), a research-based 360-degree tool that measures the effectiveness of observed principal behaviors. Based on the findings from this review, the principal and Director of Achievement will establish performance goals for the new school year.

The Director of Achievement and Principal will work together using the Principal Performance Goal Setting form to establish 3 – 5 performance goals for the upcoming school year. Performance goals are specific, measurable objectives that the Principal intends to accomplish during the school year. Ideally the identified goals will align both with the school's goals as well as with the EdisonLearning Principal Leadership Rubric.

Touch Base Meetings

Every other month (typically December, February & April), the Principal meets with the Director of Achievement to review progress being made towards goal achievement, using the Touch Base Review form. Both the principal and Director of Achievement complete the Touch Base Review form, which includes a review of the Principal's current status on both the Principal Leadership Rubric as well as the Professional Attributes Rubric. Having both the Principal and Director of Achievement complete the form individually allows for a richer discussion, particularly in those instances where ratings may not be in agreement. Discussion also focuses on what progress the principal has made since the last meeting to move forward in meeting goals, what challenges s/he has faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving those goals. Ongoing monitoring and feedback is critical to supporting the principal's success. If necessary the goals are adjusted at the time of the January review.

Year End Performance Evaluation

Towards the end of the academic year, the summative review between the Director of Achievement and principal takes place. Both the Principal and Director of Achievement individually complete the Principal Year End Performance Review Form. The review form encompasses three areas: review of the performance goals, review against the Principal Leadership Rubric, and review against the Professional Attributes Rubric. Once the Director of Achievement and Principal have independently completed their parts of the review form, they will schedule a face-to-face meeting during which the formal year end performance review discussion can occur. This formal review, completed by the Director of Achievement, provides a final snapshot of the extent to which the principal has accomplished the goals that were laid out, and becomes the basis for the next year's goal setting, assuming the principal is returning to the position. The completed review form is signed and then filed in the Principal's personnel file, both onsite and at Headquarters.

Domain 4: Economic Soundness

Dimension 4.1: School Budget
Section 4.1.a. Financial Forms and Budget Narrative

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

As a privately held company, EdisonLearning does not release financial information, such as annual audit reports, to the general public. Please see the end of this domain for a financial condition letter outlining the Company's financial performance for the last three years. As mentioned in the letter, the Company will make audited financial statements available to the RFP review team in a secured viewing should this response move forward in the review process.
Please also find attached EdisonLearning's Federal Tax Return form 1120 for the period July 1, 2013 to January 29, 2014 4.1a. This is the most recent period for which the completed 1120 is available. It is not a full year due to the sale of the company effective January 2014.

Section 4.1.b. Development Plan

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

This question will be updated in Tier 2.

Dimension 4.2: Financial Controls and Monitoring

Section 4.2.a. Financial Controls and Monitoring

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

Listing of Financial Reports generated

The following are standard reports generated from the Company's General Ledger and Accounts Payable systems. The School Operations Manager and EdisonLearning Controller use these to provide the Principal and Board with monthly financial reporting updates:

- Site Detail Report – Provides budget to actual information by budget line item
- Site Summary Report – Provides budget to actual information by department
- Site Transaction Register – Provides transaction detail for all site transactions
- Grant Reports – Provides grant transaction details
- Vendor Payment History

- Other reports are available or can be customized to meet any unique reporting needs of the Charter School

Financial Plans

EdisonLearning implements a detailed budgeting and forecasting process for each of its schools. Using historical information, school improvement plans, and pricing guides, EdisonLearning's Controller works closely with the School Operations Manager (SOM) and Principal to develop a budget that reflects expected school revenue. This budget is reviewed and approved by the Board and the information is entered into the proprietary excel file provided by EdisonLearning for upload into the EdisonLearning accounting and reporting system so that budget managers can track school-level financials throughout the year.

As part of the annual budget process, the SOM is provided with a budget guide from the company detailing the cost assumptions and negotiated rates for various vendors as well as a budget process timeline. The SOM works with the Principal and the Controller to finalize the budget within the communicated deadlines to ensure the Board has time to review and approve before any required submissions to authorizers and government agencies.

Each month, those 3 individuals complete the management estimate process, whereby the school's budget is updated to reflect the most current information regarding revenue as well as actual and projected expenses. Adjustments to the budget for the remaining portion of the year are then made, to ensure that the school remains on budget. Should the initial budgeted revenue decrease, the school and EdisonLearning would implement any necessary measures to increase such revenues (such as increasing enrollment targets) or to reduce expenses to offset such reduction in revenues, provided that such measures shall comply with all applicable laws and the Charter Agreement.

Financial Management & Accounting Systems

EdisonLearning has put in place a number of different systems and processes to ensure appropriate financial management, at both the corporate and school level. Those include:

Purchasing

Purchase orders are required for purchases of goods and services. Purchase requests are initiated by the school using the company's purchasing system. Approvals within the purchasing system are required from the SOM and by the Controller before purchase orders are generated and sent to the vendor. These approval levels are elevated up the company's hierarchy depending on the dollar amount of the requested purchase. It is the responsibility of the SOM and the Controller to ensure the accuracy of the requested purchase (dollar amount and account coding) and to ensure it is in compliance with the approved school budget.

Cash Flow

From a cash flow perspective, EdisonLearning would work with the school to ensure the school is drawing down funds on a timely basis and maintaining adequate balances in bank accounts. This is accomplished through a variety of measures such as grants compliance staff working with the SOM to review all grant-related activities, properly code and track those activities and provide the necessary documentation to draw down as soon as funds are available. In addition, the EdisonLearning design requires the school to identify a data owner who tracks and reports student enrollment to the appropriate parties so that the school receives the appropriate base funding. Through management of expenditures, the school, Board

and EdisonLearning attempt to minimize any shortfall in funds available to pay expenses.

Cash Disbursements / Invoice Payments

Invoices for purchase order items are paid when a three-way match exists between the purchase order, the receiving documents obtained from the school and the invoice received from the vendor. This ensures all items are received prior to payment and also that the amounts billed on the invoice agree to the approved purchase orders.

All non-purchase order invoices are scanned and processed within an online accounts payable and imaging system. They must be approved by the SOM and Controller before payment will be made, with elevated approvals required for higher dollar amounts.

The company utilizes a positive pay procedure in conjunction with its bank to ensure all checks submitted for payment to the bank have been properly prepared and authorized for payment by the company. Any check payment through the company's accounts payable system that exceeds $10,000 requires a second signature by an authorized person to be accepted for payment by the company's or school's bank.

Any wire transfer payments initiated by the company require a 2nd approval on the bank website before they can be processed. CFO signature may be required on wire transfer payments above a specified dollar amount before the wire payment is initiated on the bank website.

Cash Receipts

The company utilizes a bank lockbox account for secure receipt of funds from customers and other sources.

Financial Reporting

Financial reports are generated out of the Lawson General Ledger System. Access to enter journal entries into Lawson is restricted to the Controller and the Corporate Finance Staff.   Site revenue and expenses in the general ledger are reviewed by the SOM and the Controller on a monthly basis and are compared to the approved annual school budget.

Segregation of Resources

The company's financial system is capable of maintaining separate financial statements, utilizing all the above financial modules. We will set up a separate site code for the Charter School and will ensure all inflows and outflows are appropriately marked with those codes, keeping them separate from any other company financial resources.

Financial Reports and Audit

At the school level, EdisonLearning shall assist the Charter School in maintaining appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations. On behalf of the Charter School, EdisonLearning will assist the Board with annual financial audits in compliance with state and District regulations and generally accepted auditing standards on a timely basis, including detailing all revenues received, from whatever source for the Charter School and all direct expenditures for services rendered to or on behalf of the school, whether incurred on-site or off-site. The audit will be performed by a certified public accountant selected by the Board.

At the management company level, EdisonLearning's Corporate Controller oversees the entire audit process for the company, including coordination of the June closing activity prior to the start of audit fieldwork, as well as establishing corporate financial deadlines within the company. EdisonLearning's schools hire auditors to conduct school-level audits and the activities and data requests for those audits

are folded into the annual audit process for the company.

EdisonLearning undergoes an annual external financial audit performed every year following the fiscal year close at June 30th, in accordance with Generally Accepted Accounting Principles and Generally Accepted Auditing Standards. Upon conclusion, the auditors will express an opinion regarding the accuracy and fairness of the financial statements, as a whole. The results of the audited financials are discussed within the Executive Leadership within EdisonLearning, and the necessary steps are taken to correct any audit deficiencies.

Dimension 4.3: Facilities

Section 4.3.a. Facility Option(s)

Question #1: Space Requirements

Q. 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.

This question will be updated in Tier 2.

Question #2: School Site(s)

The proposed New Life Academy Charter School location will be a shared space with Hirsch Metropolitan High School, a CPS high school. The budget does reflect the per pupil allocation for co-locating in a CPS facility, but to the extent that modifications to the building may be required to implement the educational model, those additional costs will need to added to the budget. The New Life Academy Board will also need to inspect the facility and address any findings as a result of the inspection as well as execute a lease agreement with CPS should the school be located at Hirsch. EdisonLearning does have experience with operating a school in a co-located model with CPS. This model was used when EdisonLearning was operating schools with Chicago International Charter Schools.
This question will be updated in Tier 2.

Provide an overview of each proposed site and include the following supporting materials:

The address and a general description of the property, including its current owner and previous use.
An Inspecting Architect's Report completed by a CPS-approved architect.
An ADA Compliance Report completed by a CPS-approved architect.
If the property is not currently ADA compliant, a plan for bringing the building into compliance.
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.
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:
The scope of work to be completed;
A description of persons/managing parties responsible for project management and related qualifications;
A project timeline for any necessary renovations; and
A completed Sources and Uses of Funds Report for facility development and the   planned funding mechanism to cover projected costs.

Question #3: Facility Plan

Q. Describe the plan to secure and update (if applicable) an appropriate facility in time for school opening.

This question will be updated in Tier 2.

FINANCIAL CONDITION LETTER TO FOLLOW

CONFIDENTIAL

April 3, 2015

Chicago Public Schools
Office of Innovation &
Incubation Attn: Review

Committee

RE: 2014 New Schools Request for Proposal; Section 4 – Economic Soundness; Item 4.1.a

Committee Members,

I am writing to provide you with a sense of the financial condition of Edisonlearning, Inc. ("EdisonLearning" or "the Company"). On January 29, 2014, Edisonlearning was acquired (the "Transaction") from Liberty Partners by Independent Charter Academy Network, LLC, a company owned by Thomas Jackson, EdisonLearning's President and CEO. The Transaction occurred after a series of other transactions , which involved transitioning or selling non-core businesses from 2012 through 2013 . The remaining business lines, virtual education, charter school management and alternative education solutions to the K-12 market in the U.S., have been rationalized to support the legacy corporate infrastructure that had accumulated during the Company's 22 year history.

Since we are a privately held company, Edisonlearning does not release financial information to the general public. Therefore, I ask that you treat this information as confidential and use it only in your consideration for this matter. The Company will make audited financial statements available to the RFP review team in a secured viewing should this response move forward in the review process.

For our fiscal year ended June 30, 2014 Revenue totaled $121.0 million. At June 30, 2014 the company had Working Capital (Current Assets less Current Liabilities) of $8.7 million and Total Assets of $41.1 million. The Company's results for the year ended June 30, 2014 have been audited by our external audit firm, CohnReznick, LLP.

For the previous fiscal year ended June 30, 2013 Revenue totaled $155 .7 million. At June 30, 2013 the company had Working Capital (Current Assets less Current Liabilities) of $40.5 million and Total Assets of $96.6 million. The Company's results for the year ended June 30, 2013 were compiled by the firm of BOO USA, LLP.

For the fiscal year ended June 30, 2012 Revenue totaled $250.3 million. At June 30, 2012 the company had Working Capital (Current Assets less Current Liabilities) of $58.0 million and Total Assets of $125.3 million. The Company's results for the year ended June 30, 2012 were audited by the firm of BOO USA, LLP.

I am available to discuss any questions you may have at 201-630-2716.

Sincerely,

Maureen Ryan
Chief Financial Officer

Domain 5: Management Organizations (MOs)

Dimension 5.1: MO Capacity
Section 5.1.a. Historical Performance

Question #1: Model Non-Negotiables

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

All of EdisonLearning schools are required to implement the 5 Strand Design. The 5 Strands defines the school's approach to student achievement, culture, student/family support, and assessment for student progress. For additional details regarding how the 5 Strands align with the school mission, please see section 2.1.a of this proposal.

Question #2: Historical Financial and Operational Performance

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

None of the schools contracting with EdisonLearning for management services are on fiscal probation. The company, school staff and Charter Boards or authorizing authorities (where applicable) work together to ensure the school has adequate cash flow to manage the school operations through expense management and timely funding draw downs.

EdisonLearning currently manages the following schools:

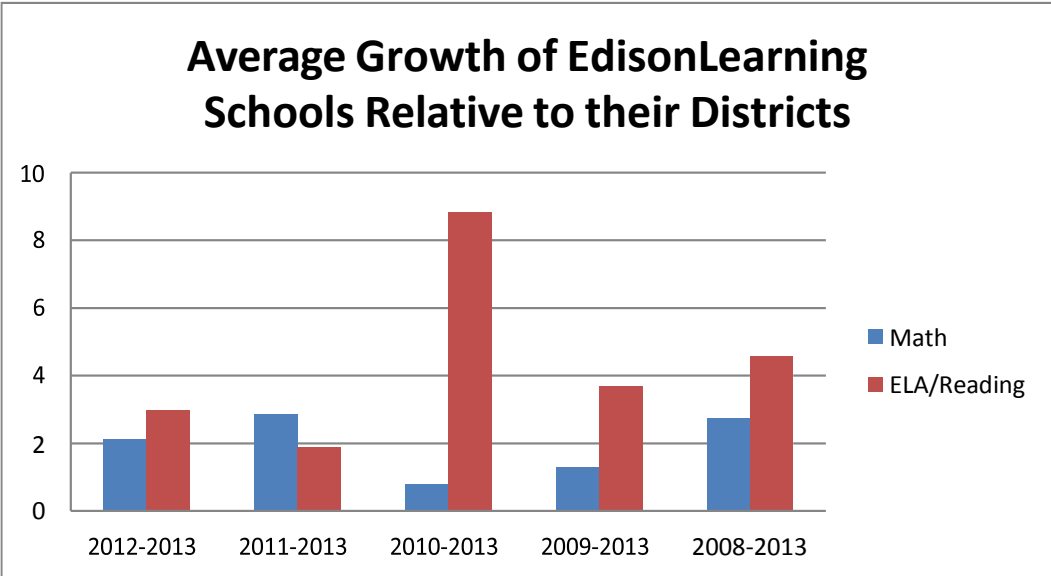| School	Location	Grades Served	Number of Students	Year Opened
Main Street Academy	Atlanta, GA	K – 8	880	2009
Roosevelt-Edison Charter School	Colorado Springs, CO	K – 5	700	1996
Omar D. Blair	Denver, CO	K – 8	800	2004
Raleigh-Edison Academy	Duluth, MN	K – 8	1,351	1997
Northstar Academy	Duluth, MN	PreK – 5	1,063	1997
Theodore Roosevelt College & Career	Gary, IN	7 - 12	600	2012

Below please see the average growth of EdisonLearning's managed schools as compared to the district and state where the schools are located. The demographic breakdown for all of EdisonLearning's managed schools is 43.5% African American, 26.8% White, 20.5% Hispanic, 6.3% Mixed or Multiple, and 2.9% Other.
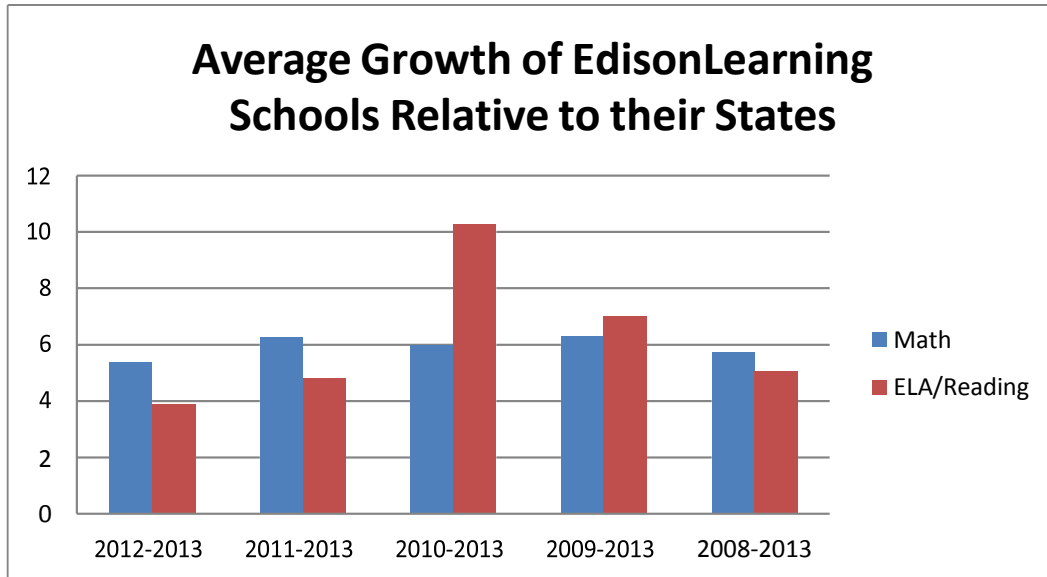
Making summative statements about EdisonLearning's impact on student achievement is confounded by

the existence of varied testing and reporting methodologies across state lines. To avoid having score changes be dictated by the changing composition of schools and tests across time, and to provide a reasonable baseline for comparison, EdisonLearning evaluates its growth relative to the growth experienced by the resident district and state over the same period. By this method, if a state changed its test between the years 2010 and 2011, leading to state-wide drops in test scores of 20 points, if the EdisonLearning school lost 17 points, it would be counted, relative to the state average, as a three point gain. Conversely, if the resident district grew 5 points in one year, while the EdisonLearning school grew 2 points, it would be counted, relative to the district, as a three point loss.

With that methodology in mind, reading the chart below demonstrates that over the period from Spring 2011 to Spring 2013, the average EdisonLearning school grew 6.2 points relative to the state in Math, and 4.8 points relative to the state in Reading.

Overall, the charts show that regardless of the time period under consideration, schools using the EdisonLearning model on average outperformed both the state and district in which they were located.

Average Growth of EdisonLearning Schools Relative to their Districts

Average Growth of EdisonLearning Schools Relative to their States

A bar chart titled "Average Growth of EdisonLearning Schools Relative to their States" with a y-axis ranging from 0 to 12. The x-axis shows the periods 2012-2013, 2011-2013, 2010-2013, 2009-2013, and 2008-2013. Two series are shown: Math (blue) and ELA/Reading (red).

For graduation rate, in 2013, the graduation rate at Theodore Roosevelt College & Career Academy was 41.3% and the 2014 graduation rate was 54%. This is an increase of 12.7 percentage points.

For attendance rate, across all schools, the mean ADA is 90.86% and the median is 94.33%.

Non-Renewed District Partnership Contracts:

South Carolina's Palmetto Priority School – 4 schools (2010-12)
Four South Carolina schools that needed turnaround support in 2010-11 partnered with EdisonLearning under South Carolina's Palmetto Priority School initiative. During the brief two-year engagement, which concluded due to the elimination of funding, historic achievement gains took place at the schools. All four schools showed strong gains in math with average gains of 11 percentage points. The schools outperformed the comparable turnaround schools by meeting a greater percentage of AYP objectives - 81% of AYP objectives were met vs. 63.5% of objectives met by the other turnaround schools.

Peoria (IL) School District – 4 Schools (1999-2011)
In 2011, the Peoria District 150 announced – primarily due to financial cutbacks - that it was concluding its partnership with EdisonLearning. During our time in Peoria, each of the schools we partnered with were recognized and honored for the significant and positive impact on their students. Each school was named an "Illinois Spotlight School", and they received "Leadership Team Awards" and "Academic Improvement Awards" from the Illinois State Board of Education on numerous occasions. Further, Northmoor was named a "National Blue Ribbon School" - the highest recognition that any public school in the United States can receive.

Baltimore City Schools – 3 Schools (2000-2013)
In 1999, the State of Maryland assumed control of three of the worst performing schools in the City of Baltimore. After an extensive review process, then- Maryland State Superintendent, Dr. Nancy S. Grasmick, asked EdisonLearning to manage these schools for five years. By 2006, the Maryland State Department of Education determined that EdisonLearning had fulfilled its contract to improve the schools, and the schools were to revert back to the Baltimore City Schools. However, parents at the three schools came out in significant numbers to demand the continuation of the EdisonLearning

program that was having a significant positive influence on their children's education. Therefore, the Baltimore City Public Schools established a partnership with EdisonLearning to continue working in the schools.

In order to reduce a $55 million budget shortfall in 2009, the Baltimore City Schools instituted a number of dramatic spending cuts, which included employee layoffs and the elimination of numerous programs. As a result of this action, EdisonLearning partnership was reduced to working only with Montebello. In 2013, the Baltimore City Schools concluded its relationships with six outside education providers, including EdisonLearning.

School District of Philadelphia – 20 schools (2001-2011)
In 2000, the School District of Philadelphia was directed by the state to embark upon one of the most significant educational reform efforts ever undertaken by an urban school system in the United States. EdisonLearning (then-Edison Schools) was one of the organizations that stepped forward to advance the learning experience for Philadelphia's students.

When EdisonLearning began its partnership with the twenty lowest performing schools in the city, there were 10,000 students in these schools who were nearly two grade levels behind in math, and 9,000 students who were nearly two grade levels behind in reading. Today, those numbers have been cut in half. Within the first four years of the partnership, 12 of the 20 schools reached the AYP (Average Yearly Progress) targets set by the Federal Government; and 18 of the 20 met AYP targets over the course of the past ten years.

In 2011, the Philadelphia School District totally refocused its efforts to turnaround under-performing schools. Therefore, the contracts of all outside providers were not renewed.

Concluded Charter Relationships

EdisonLearning has never been the active partner with a charter that has been closed. Moreover, EdisonLearning has never been the active partner with a charter school that has lost its authorization. Below is a list of concluded charter relationships:

Chicago International Charter Schools, Chicago, IL – (1999-2012)
When it was founded by a group of business leaders, Chicago International Charter School (CICS) determined that they would work in collaboration with one or more school management organizations to manage day-to-day school operations. EdisonLearning was one of the first organizations they sought out, primarily based on organization's extensive experience working in under-resourced urban communities where families with children had few high quality educational options. The relationship with CICS covered the academic and management role at four CICS campuses in Chicago: Longwood, Loomis Primary, Lloyd Bond, and Larry Hawkins; and the CICS Patriots campus in Rockford. These five schools had a student population composed of 96% ethnic minorities.

In keeping with EdisonLearning's belief that the essential outcome of its work with partnership schools is to establish long-term capacity to sustain academic progress; after a productive and positive 12-year relationship, CICS and EdisonLearning decided to end their partnership in 2012.

Ben Ross Academy, Warren, MI - (2004-2010)
Reduced per pupil funding and high operational costs limited full implementation of school design

model. Board and organization agreed to disengage partnership.

Intown Academy, Atlanta, GA (2010-2014)
Assisted school's founding board in creation of the school, and helped develop independent operational capacity. Relationship concluded at the end of contract.

Andrew H. Wilson Charter, New Orleans, LA (2007-2012)
Intercultural Charter School, New Orleans, LA (2008-2012)
The Recovery School District, which basically replaced the existing local school districts in the areas hit by Hurricane Katrina, sought out EdisonLearning to help establish new charter schools. Both the Wilson Charter and Intercultural Charter Schools were a part of this effort, and EdisonLearning assisted both in the actual creation of the schools. As the schools established the capacity to operate independently, the partnerships with both were concluded in 2012.

Linear Leadership Academy, Shreveport, LA (2008-2010)
Financial restraints limited full implementation of school design, Board and organization agreed to conclude partnership.

Capital High Academy, Baton Rouge, LA (2008-2011
Over the course of the relationship with the school's governing board, differing viewpoints on the best approaches to bring about academic excellence for the students of Capitol High; as well as reduced per pupil funding and high operational costs limited full implementation of school design; brought both organizations to the conclusion that it was best for the school, its students, and the community as whole, that we end our working relationship.

Dayton Academy, Dayton, OH (1999-2012)
Dayton View Academy, Dayton, OH (2000-2012)
EdisonLearning worked with the governing board of both schools to establish a quality education alternative for families in Dayton. In February 2012, the charter board informed the company that it would operate both schools on their own, beginning with the coming school year. EdisonLearning publically supported the decision, and offered to do whatever was necessary to ensure a smooth and seamless transition. In 2013, the charter board consolidated both schools in the newer building, and renamed the school, Dayton Leadership Academy.

Possibility Prep, Prince Georges County, Maryland (2010-2011)
Possibility Prep was a boys-only, middle charter school, founded by the 100 Black Men of Maryland that opened in August, 2010. EdisonLearning initially partnered with 100 Black Men to provide a whole school management arrangement. Throughout the early months of the school's operation, it became evident that the lack of necessary financial resources would limit the full implementation of school design. Additionally, the Board and organization had differing views on the qualifications and hiring of the school leadership and teaching staff. Prior to the conclusion of the school year, the Board and EdisonLearning mutually agreed to conclude the partnership. Shortly thereafter, the Prince Georges County School District voted to revoke the school's charter – a decision that was later reversed in June, 2011. The Possibility Prep Board worked in the ensuing months to keep the school open, and to operate it on their own; however they were unable to open the school in the fall of 2011.

Instance of Client Litigation: EdisonLearning vs. Ravenswood

Matter Name	Matter Description	Outcome
EdisonLearning v. Confluence	Confluence terminated its Management Agreement with EdisonLearning on Nov 7, 2011 claiming EL breached its promises to deliver in student academic achievement and satisfactory customer service. EL sues for wrongful termination of contract.	Matter was resolved through arbitration hearings. Partial final award found for EL
EdisonLearning v. Pathway	EL sues client for amounts owed.	Matter was decided in arbitration for Pathway
EdisonLearning v. Intercultural Charter School Board	EL sues client for amounts owed.	Matter was decided in arbitration for EL
EdisonLearning v Ravenswood	EL sues client for amounts owed.	Matter was decided in arbitration for EL

Question #3: Interventions

Q. Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed; how were appropriate intervention(s) determined; and how were/are the interventions (being) implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

The Lead Measure Scorecard tracks managed school progress toward meeting or achieving annual student achievement and graduation goals. The scorecard also defines the lead measures and interventions that the Directors of Achievement will be held accountable for meeting when schools fall short of their academic performance targets. The student achievement goals and lead measures are listed in full below:

Goal 2 - Student Achievement: Increase student achievement in mathematics by 10%
Lead Measure 2.1 - Conduct site visits to 100% of schools and provide written feedback related to the power features to each teacher observed on a monthly basis
Lead Measure 2.2 - Work with 100% teachers to plan for differentiation and intervention on the lowest identified skill and strand and on a weekly basis
Lead Measure 2.3 - 100% of all schools receive professional development on the lowest performing skills and strands on a monthly basis
Goal 3 - Student Information: Increase student achievement in language arts by 10%
Lead Measure 3.1 - Conduct site visits to 100% of schools and provide written feedback related to the

power features to each teacher observed on a monthly basis
Lead Measure 3.2 - Work with teachers to plan for differentiation and intervention on the lowest identified skill and strand and on a weekly basis
Lead Measure 3.3 - 100% of all schools receive professional development on the lowest performing skills and strands on a monthly basis
Goal 4 - Student Achievement: Increase student graduation rate by 10%
Lead Measure 4.1 - Identify the five most at risk students not on track to graduate and provide for one on one tutoring or small group tutoring based on skill mastery weekly

Measure	Target	Actual	Results	Notes (Optional)
Goal 1 - Profitability: Meet 100% of Enrollment Target by Opening Day	100%	105%	On or Above	
Lead Measure 1.1 - Address any enrollment misses and create action plan during				
Lead Measure 1.2 - 100% of contracts meet budgeted gross profit.	100%	100%		
Lead Measure 1.3 - Tracking reports submitted to Finance monthly	100%	100%	On or Above	
ensure that expenses and revenue are on track, and to develop mitigation plans	100%	100%	On or Above	
Goal 2 - Student Information: Increase student achievement in	10%			
Lead Measure 2.1 - Conduct site visits to 100% of schools and provide written	100%	100%	On or Above	
Lead Measure 2.2 - Work with 100% teachers to plan for differentiation and	100%	50%	Below 5% of	
Lead Measure 2.3 - 100% of all schools receive professional development on the	100%	75%	Below 5% of	
Goal 3 - Student Information: Increase student achievement in language	10%			
Lead Measure 3.1 - Conduct site visits to 100% of schools and provide written	100%	100%	On or Above	
Lead Measure 3.2 - Work with teachers to plan for differentiation and intervention	100%	50%	Below 5% of	
Lead Measure 3.3 - 100% of all schools receive professional development on the	100%	75%	Below 5% of	
Goal 4 - Student Achievement: Increase student graduation rate by 10%	10%			
Lead Measure 4.1 - Identify the five most at risk students not on track to graduate	5%	5%	On or Above	
Goal 5 - Client Retention: Retain 100% of clients that we wish to retain	100%			
Lead Measure 5.1 - An EdisonLearning representative will attend 100% of board	100%	100%	On or Above	
Lead Measure 5.2 - An EdisonLearning representative will respond to client	100%	100%	On or Above	
Lead Measure 5.3 - Work with 100% of schools to identify and correct any areas	100%	100%	On or Above	

Section 5.1.b. Strategic Plan

Question #1: Readiness to Replicate

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

New Life Academy Board will only operate this school in the city of Chicago. There are no plans to replicate.

Question #2: Growth Rate and Rationale

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

New Life Academy Board has no additional plans to expand or replicate.

Dimension 5.2: Overview of Management Organization (MO) Relationship

Section 5.2.a. Selection

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

Why New Life Chose EdisonLearning

The Grand Crossing community is similar to the East Lake Community in Atlanta Georgia. We chose a partner that had a track record that build strong communities with education at the tip of its spear. We saw parallel between the East Lake and Grand Crossing communities. Like East Lake, Grand Crossing deserved a revitalization process rooted with a strong public/private partnership. EdisonLearning and its current leadership possessed similar values around developing curriculum rich in Science, Engineering, Technology, and Math, by way of learning by the Arts. The senior leadership in both of our organizations were up for the task of creating and implementing something new and innovative in the Grand Crossing community. New Life Covenant wanted to choose a partner that we felt would stand the test of time, understand the community landscape, bring innovative curriculum, and fundraising initiative to the table. We believe at the heart of the matter that we chose a company that has the track record, willingness to provide the resources, and understand the unmet needs of the community that needs it most. Our shared interest coupled with the three resources that they possess, competency, compassion, and capacity for the communities that they serve.

Management Organization Selection Criteria

New Life Academy Charter School developers used the following selection criteria to identify a management organization:

- Research based Education Model: The Education Model design is based on best practices supported by up to date, widely accepted researched and incorporates data driven decision making.

- Operates in Similar Communities: Evidence of successful operations in similar Communities (demographics, academic need, community need)

- Evidence of its willingness to work with local school districts, parents, and community members& organizations to develop and provide programs and services for the benefit of students

- History of Success: Demonstrated an ability to improve student academic performance

- Operational Capacity: Ability to provide direct oversight and management of school operations to ensure its operational model and education model are executed with fidelity.

Section 5.2.b. Scope of Services

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

For decisions and services for which the MO will be responsible, please see Article 4 and appendix A in the management agreement. For an overview of the compensation structure, please see Article 6 in the management agreement. EdisonLearning will have a role in selecting the school leader, who employs the leader, and whether the leader reports to the MO. Please see section 7.2 in the management agreement for more information.

Section 5.2.c. Monitoring

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

Please see Article 11 and Appendix A of the management agreement for details on how the Board will evaluate the performance of EdisonLearning, the metrics it will use, and the consequences if established benchmarks are not met.