***EXECUTIVE SUMMARY***

Asian Human Services is presenting this proposal to add a small high school to our already existing successful K-8 Passages School. We are presenting this proposal based on five (5) key considerations.

1. Passages has had a successful record of educating children of recent immigrants who come from throughout the world and represent twenty-five (25) different language groups. The families of these young people strongly deserve a high quality high school that understands the unique needs of this diverse student body with limited English proficiency.
2. The academic achievement record of the Passages elementary school is a solid foundation for insuring that the same teaching strategies and focus on teacher professional development will be continued into the proposed secondary school.

Passages ranked among the top 10 highest-scoring charters in Chicago, surpassing many charters with little or no LEP students. In 2012 the entire 8th grade at Passages met state standards in reading on the Illinois Standards Achievement test (ISAT), one of only two Chicago charters to achieve that feat. Ninety percent of those students, the school’s first graduating class, were eligible to apply to CPS’s selective-enrollment high schools. Passages was named by the State Board of Education to the 2012 *Illinois Honor Roll* for significant improvement on the ISAT.

Education research indicates that third grade reading achievement is linked to high school performance and graduation rates and college enrollment. In 2012, 78.4 percent of third graders at AHS Passages Charter School (including LEP students) met or exceeded state standards in reading on the ISAT, compared to 76 percent of third graders statewide. One in three Passages third graders exceeded state standards in 2012, higher than the state percentage. Eighty-one percent of Passages third graders met or exceeded state standards in reading in 2007, which represents some of the eighth grade graduating class of 2012. This data offers evidence that Passages Charter provides a strong foundation for preparing students success in high school and beyond

1. The proposed Passages high school is a direct response to calls by the Carnegie Corporation, the federal government, and others to create new high school models for the nation. The emphasis on the six (6) core philosophical foundations of rigor, relevance, engagement, character, choice, and competencies give a clear focus of what the teaching in each subject will emphasize. These foundational elements are implemented through another set of clear strategies which are problem/project-based learning, place-based, play-based learning, Paideia teaching strategies, and positive behavioral intervention supports (PBIS). In addition, the flexible structure of the high school schedule allows for small group seminars, team-teaching, independent study, the use of technological resources such as video and on-line learning, and opportunities for service-learning and student internships. Our proposed school philosophy, class schedule, and teaching strategies allow for a new environment that encourages problem-solving, critical thinking, and collaborative learning.
2. The school proposal is based on wide spread support among Passages School parents and the surrounding outside community. Any opposition comes clearly from entrenched teacher labor unions which are against all charter schools, but cannot be allowed to obstruct parental choice for their students, and particularly the unique needs of a diverse immigrant population.
3. The proposed expansion of the current Passages elementary school presents no threat to any existing regular public or charter school. The proposal calls for a very small starting freshman class of sixty (60) students, the majority of which are already enrolled in the Passages elementary school. The proposal calls for adding an additional sixty (60) students in each of the following three (3) years. Thus, when the school, four (4) years from now reaches its full freshman, sophomore, junior, and senior grades, the school will be a small high school of only 240 students and because of facility space limitations, will remain at that level of students for the duration of the charter.

The proposed Asian Human Services Passages Charter High School would be a much needed asset to a growing immigrant community whose full range of needs as they assimilate in American society are seldom met by other existing high schools.

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**Section 1: Parent and Community Need, Engagement, and Support in Targeted Community**

This section should provide an overview of the community(ies) in which the proposed school seeks to locate. The proposal should clearly articulate the need for the proposed school(s) in the identified community(ies). The section should describe parent and community engagement conducted to help develop the proposal, provide demonstrated evidence of parent and community support and partnerships, and outline the engagement plan moving forward.

**1.1. Parent and Community Engagement/Need in Targeted Community**

**a. Parent and Community Engagement (Preparation of Proposal):** (i) Describe and provide evidence of how your Design Team notified community stakeholders and parents/guardians of the development of the proposal to open a new school. List the types, dates, locations, and number of outreach activities in the proposal narrative or in a *Parent and Community Engagement and Support* attachment. (Please see pp. 1-2 of the Answer Manual for examples of possible forms of evidence of notification).

The process for expanding Asian Human Services Passage Charter School into a K-12 school began with the Charter Renewal process/application submitted to Chicago Public Schools during the 2012-2013 school year. During this time preliminary research was completed to identify community support through conducting focus groups. In these groups Edgewater/Rogers Park parents were found to be strongly in favor for the expansion of Asian Human Services Passages Charter School to include high school level grades. Since this time, and to support this current proposal the Design Team has used the following planning process to engage parents and the community and also to identify the need for Asian Human Services College Preparatory High School in the Edgewater/Rogers Park community.

(i) Shortly after the RFP application release date using the project plan below, the Design Team notified parents/guardians and community members of the proposal by distributing flyers, holding community meetings, placing advertisements in local community newsletters, posting flyers on internet based media outlets, mailing out letters requesting support, creating community partnership agreements and conducting surveys. Information about community meetings and the proposal was featured in DNAinfoChicago.com and the EdgevilleBuzz both are newsletters distributed to Edgewater/Rogers Park residents. Flyers and surveys were sent to every Asian Human Services Passages Charter School parent/guardian. In addition, the Design Team created a “High School” link which was added to the Asian Human Services Passages Charter School website (www.passagescharterschool.com). When accessed the link allows parents/guardians and community members to take a survey about the expansion and the curriculum, view flyers, marketing material, and post comments.

(ii) Explain the role of parents/guardians and community members in providing input into the proposed school, the form and nature of the feedback, and the process for incorporating the feedback into the proposal. In the proposal narrative or in a *Parent and Community Engagement and Support* attachment, list the specific suggestions or input received, and explain whether or not the feedback was incorporated into the design of the proposal. If incorporated, please cite how.

(ii) Our team believes that the role of parents and community members is a crucial one and therefore we take their input, which in many ways has shaped the proposal itself. We have given parents and community members several venues in which to express their opinions on the proposal and the schools expansion. Currently, we have engaged stakeholders on our website ([www.passagescharterschool.com](http://www.passagescharterschool.com)). In the sites comment section, parents and community members have left comments in support of the proposal and the schools expansion. Some comments include:

*“I have a son who goes to Passages, I think it would be great to expand the school.”*

*“This is great news. We vote for high school expansion, and we also request for science subjects thanks a lot.”*

*“I went to Passages and I think it was a great school keep up the good work….”*In addition to receiving feedback from parents and community stakeholders through comments and surveys on the schools website, the Design Team has also had feedback expressed through media outlets. In a story captured by a writer from DNAinfo Chicago, a Edgewater/Rogers Park newsletter, the idea of the schools expansion was addressed and public statements were displayed. Some of the public statements include:   
  
Current Passages students said - (Passages) *“cares about the students a lot,” and “protect us”.*   
A current Passages parent said - *“This is a very good school, we need more in Chicago.”*  
  
Parents also spoke to the added convenience in the possibility of expanding the school and keeping their child in Asian Human Services Passages Charter School through high school.

|  |  |
| --- | --- |
| Activity | Completion Date |
| Parent Groups Held | 5/23/2013 |
| Community request for support letters distributed | 8/15/2013 |
| Asian Human Services Board Meeting – Community meetings, proposal and plans for expansion discussed | 8/21/2013 |
| Flyers sent home with Asian Human Services Passages Charter School Students | 08/26/2013 |
| Website “High School” link launched with survey/comment section/marketing materials section | 09/03/13 |
| Information Secession on expansion held at Asian Human Services Passages Charter School/Schools Open House (Petition signatures gathered at the event) | 09/05/13 |
| Flyers distributed/displayed throughout Edgewater/Andersonville notifying the community of the upcoming series of community meetings | 09/06/13 |
| Community meeting flyer posted on DNAinfoChicago.com (Edgewater/Rodgers Park Newsletter online) | 09/10/20 |
| Community Meeting held at Asian Human Services Passages Charter School | 09/10/2013 |
| Flyers/surveys/intent to attend letters sent home with Asian Human Services Passages Charter School Students | 09/12/2013 |
| Community meeting information posted on the Edgevillebuzz.com website http://www.edgevillebuzz.com/calendar/ | 09/13/2013 |
| Second round of flyer/survey distribution in Edgewater/Rodgers Park for upcoming community meetings | 09/13/2013 |
| Community meeting flyer published in DNAinfoChicago newsletter distributed in Edgewater/Rodgers Park community | 09/16/2013 |
| Community meeting held at Asian Human Services Passages Charter School (cancelled due to facilities issues) | 9/17/2013 |

***(Please see Attachment 1 for evidence of Parent and Community Engagement and Support –Community meeting notice, flyer, advertising and petition/sign in sheet for meetings held)***

**b. Description of Need in Targeted Community:** Describe the community (e.g. demographics, assets, challenges, relevant history, etc.) and the specific population of students that your proposed school intends to serve. Explain and cite evidence of the unique educational needs of the community, parents, and specific population of students (please see p. 2 of the Answer Manual for examples of possible forms of evidence). How does the proposed school align with community needs and expectations, including those voiced by parents and stakeholders during the community engagement process?

Asian Human Services Passages Charter School and the proposed site for Asian Human Services Passages College Preparatory (next door to the elementary school at 1677 W. Bryn Mawr) are both located in the Edgewater community. The boundaries of Edgewater are Lake Michigan to the east, Ravenswood Avenue to the west, Devon Avenue to the north, and Foster Avenue to the south. The proposed site for AHS Passages College Prep is situated just one mile east of the Northwest Side priority community boundary (Western Avenue) indicated in the Chicago Public Schools RFP for new high schools.

|  |  |  |
| --- | --- | --- |
| **2010 Census** | **Population** | **Foreign-born** |
| Census Tract 301 | 12,706 | 31.6% |
| Census Tract 302 | 5,369 | 11.9% |
| Census Tract 303 | 3,322 | 43.7% |
| Census Tract 304 | 2,684 | 34.5% |
| Census Tract 305 | 6,395 | 24.7% |
| Census Tract 306 | 9,083 | 40.8% |
| Census Tract 307 | 9,608 | 33.2% |
| Census Tract 308 | 4,326 | 34.6% |
| Census Tract 309 | 3,028 | 28.6% |
| Edgewater | 56,521 | 31.6% |
| *source: Edgewater Historical Society* | | |

Edgewater has long been considered a gateway community for multiple immigrant groups and is home to one of Chicago’s biggest international populations, with large groups of immigrants from Africa, India, and Eastern Europe. According to the Edgewater Historical Society, the proportion of foreign born residents in the community was between 17-21 percent from 1930 through 1970. By 1980, however, that had jumped to 29 percent. *The Metro Chicago Immigrant Fact Book* published by Roosevelt University reported that in 2000, Edgewater was the leading “port-of-entry” neighborhood for new immigrants in the greater Chicago area. As of the 2010 census, more than 31% of Edgewater residents were foreign born, with high concentrations in census tracts 303 and 306. The mission of AHS Passages College Prep is to “serve and educate a diverse population of lifelong learners to become responsible citizens of the world.” The school will offer a global studies curriculum where students will learn how the world and their own cultures are interconnected. Additionally, Section 2.1.g. of this RFP describes the necessary support systems in place for immigrant families at our elementary school, which will continue at the high school level.

The Edgewater Development Corporation boasts that businesses “appealing to Africans, eastern and western Europeans, south and southeast Asians, Mexicans, and Middle Easterners flourish side by side and attract specialty customers from throughout the metropolitan area.” In addition to Asian Human Services there are numerous community-based organizations in Edgewater that support enhanced quality of life for foreign born residents, including the Edgewater Community Council, which has as one of its objectives “to serve as a bridge for new immigrants to the multiple public and private resources available to meet their basic needs for housing, job placement, English as a Second Language assistance and other related services.” The various faith-based organizations in Edgewater reflect the many religious affiliations among residents.

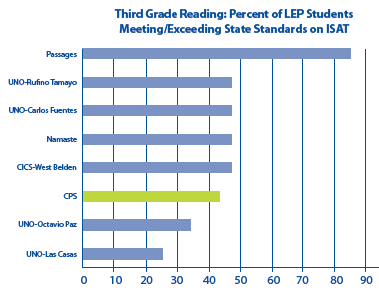
The current student demographics of Asian Human Services Passages Charter School reflect the inclusivity and diversity of the Edgewater community. The student population represents five continents and over 25 spoken languages. Black students make up the predominate racial/ethnic group at 56 percent, followed by Hispanic students at 16 percent. AHS Passages College Prep will open with 50-60 ninth grade students for the 2014-2015 school year; we expect the student population to be similar to that of AHS Passages Charter School. Current Passages families indicated their strong support for AHS Passages College Prep on our stakeholder survey. More than 70% of these parents specified that preparing students for college and careers was among the most important school characteristic to them; more than 30 percent specified safety in high school was among the most important characteristic; and 29 percent specified an international curriculum was among the most important characteristic. The majority of the Passages middle school students we surveyed indicated that preparing for college and careers was most important to them in terms of high school; college- and career-readiness at AHS Passages College Prep is fully detailed in Section 2 of this RFP.

Elementary and secondary schools within a community – whether they are charter, traditional public or private – also contribute to resident quality of life. High performing schools with disciplined, well-mannered students and a close-knit, family-oriented climate strengthen affinity to the community, attract new businesses, maintain property values, and entice families to move into the area. One does not need to be a parent (as indicated in our community survey) to appreciate and reap the benefits of living and working near a school where students are engaged and focused on their education and there are no troubling or violent incidents inside or around the school.

Among Edgewater’s chief assets are its high achieving public elementary schools, including AHS Passages Charter School and CPS schools such as Peirce International Studies, Hayt School, and Swift School. Each of these schools has a sizable Limited English Proficient (LEP) student population. On our community survey, a number of respondents indicated they were not supportive of additional high school options in Edgewater or of our proposed high school, and cited the recent CPS school closures. However, due in large part to their stellar academic achievement, none of the CPS elementary schools listed here were at risk for closure. Based on 2013 ISAT composite scores, Passages ranked among the top 10 highest-scoring charters in Chicago, surpassing many charters with little or no LEP students. In 2012 the entire 8th grade at Passages met state standards in reading on the Illinois Standards Achievement test (ISAT), one of only two Chicago charters to achieve that feat. Ninety percent of those students, the school’s first graduating class, were eligible to apply to CPS’s selective-enrollment high schools. Passages was named by the State Board of Education to the 2012 *Illinois Honor Roll* for significant improvement on the ISAT. With such outstanding elementary school options in Edgewater, parents have similar expectations for their child’s high school education.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Includes Limited English Proficient (LEP) Students** | ISAT 2012  Reading Meets or Exceeds | ISAT 2012  Math Meets or Exceeds | ISAT 2012  Composite Meets or Exceeds | CPS 2012 Performance Policy Level |
| AHS Passages Charter | 80.4 | 85.7 | 82.0 | Level 1 |
| Peirce International | 78.8 | 85.1 | 81.7 | Level 2 |
| Hayt School | 78.2 | 87.6 | 82.4 | Level 2 |
| Swift School | 70.8 | 83.5 | 77.6 | Level 2 |

*source: Chicago Public Schools*



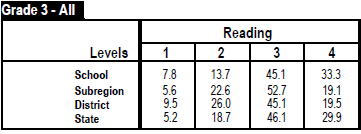
A 1998 article in *Cityscape: A Journal of* *Policy Development and Research* noted that “schools…in Edgewater allocate significant resources to educating a large immigrant population whose students have limited English proficiency.” To fill this unique educational need of the community, AHS Passages Charter School has long provided specialized instruction for LEP students as detailed in 2.4.c. of this RFP. The success of the instructional model was documented in *Charter Schools and Changing Neighborhoods: Hispanics and English Learners in Chicago*, a 2009 report from the Illinois Policy Institute. Among charters with

substantial LEP populations, Passages had the highest percentage of LEP third graders meeting or exceeding state standards on the ISAT for the 2007-08 school year. Additionally, “LEP students at Passages exceeded the district-wide average in every available comparison of grade-level academic performance” according to the report.

*source: Illinois Policy Institute*

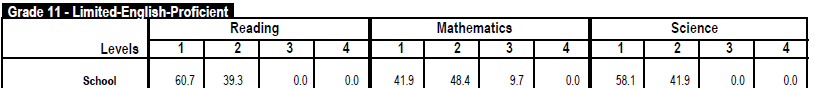
Education research indicates that third grade reading achievement is linked to high school performance and graduation rates and college enrollment. In 2012, 78.4 percent of third graders at AHS Passages

Charter School (including LEP students) met or exceeded state standards in reading on the ISAT, compared to 76 percent of third graders statewide. One in three Passages third graders exceeded state standards in 2012, higher than the state

percentage. Eighty-one percent of Passages third graders met or exceeded state standards in reading in 2007, which represents some of the eighth grade graduating class of 2012. This data offers evidence that Passages Charter provides a strong foundation for preparing students success in high school and beyond.

*source: Illinois State Board of Education*

The neighborhood public high school in Edgewater is Senn High School, which also houses Rickover Naval Academy. Rickover has a rigorous selective-enrollment process and according to CPS data, less than 3 percent of students are Limited English Proficient. Senn has an exceptional IB program; unfortunately, that program is only for select students. Senn’s enrollment in 2012 was more than 1,100 students and the reported average class size exceeded that of CPS and the state. One in five Senn students is an LEP student. In 2012, none of the eleventh grade LEP students met or exceeded state standards in reading or in science on the Prairie State Achievement Exam (PSAE). Less than 10% of LEP students met state standards in math. Of the people who responded to our community survey that they were not supportive of additional high school options in Edgewater or of our proposed high school, several wrote comments praising Senn. Our high school expansion is not intended to negate any areas of success at Senn; our purpose is offer an additional high school choice for families who express a need or preference for small class sizes and supports and instruction for a multilingual international student population.



*source: Illinois State Board of Education*

The closing of St. Gregory the Great High School (SGHS) in June 2013, the proposed site for AHS Passages College Prep, left the local Edgewater community with less high school choices, particularly for immigrant and refugee families. SGHS welcomed and received students whose families were part of the Catholic Charities Refugee Resettlement Services Program. In an article in the *Chicago Sun-Times* dated December 2012, Sister Mary Paul McCaughey, superintendent of schools for the Archdiocese, said SGHS had been doing a “wonderful job with immigrant children and children with special needs, and that’s why the Archdiocese kept investing in it as long as possible.” St. Gregory had a long history of educating international students, documented in 2008 articles in the *Chicago Sun-Times* and the Archdiocese newspaper featuring refugee students from Iraq, Thailand, Burundi, Congo, and Sudan who previously attended CPS high schools for a short period. The students said “they prefer St. Gregory to the public schools, because, with its small size, they get plenty of attention.” One student stated that at the north side CPS high school he attended upon arriving in the US, “there were fights every day.” An article from 2011 featuring refugee students from Vietnam, Bhutan, and South Korea included this quote: “The teachers are like not only teachers but an uncle or aunt.” A December 2012 story from Chicago’s ABC7 News quoted a SGHS senior as saying “it’s more of a family than a school.”

As does AHS Passages Charter School, SGHS took great pride in its small class sizes which “allowed teachers to use dynamic and innovative methods while providing individual attention and instruction to each student.” SGHS believed that a “small, close-knit school was exactly what suits most students.”

At capacity, AHS Passages College Prep will have maximum total enrollment of 240 students, which is about one-fourth of the enrollment at most traditional public high schools in urban cities. Our proposed school is likely to appeal mostly to students and families seeking a small, nurturing school environment; personalized academic instruction; a strong English Immersion program; and supports and services available from Asian Human Services and other community organizations. Since the closing of St. Gregory the Great, the immigrant and refugee population in Edgewater lacks a high school option in the local area. The addition of AHS Passages College Prep will also introduce to the Edgewater community the numerous positive student outcomes of a K-12 school model. Several of the school characteristics that Passages parents and middle school students indicated on surveys were important to them, including college- and career-readiness and a culture of high expectations, are readily apparent at AHS Passages Charter School and will be seamlessly continued at AHS Passages College Prep.

***(Please see attachment 2 for community stakeholder survey)***

**1.2. Evidence of Parent and Community Support in Targeted Community**

**a. Evidence of Parent Support in Targeted Community(ies):** In the proposal narrative or in the *Parent and Community Engagement and Support* attachment, provide evidence of support for the proposed school among prospective parents with school-aged children in the proposed community(ies) (please see pp. 2-3 of Answer Manual for a list of recommended types of evidence to gauge parent support).

***(Please see attachment 3 for letters of support)***

**b. Evidence of Community Stakeholder Support in Targeted Community(ies):** Identify community- and faith-based organizations, leaders, cultural institutions, and/or businesses with which the Design Team has corresponded and/or that have pledged support for the school. Provide evidence of support from community organizations and stakeholders (please see page 3 of the Answer Manual for examples of appropriate forms of evidence).

A letter requesting the support of community members was distributed throughout the Edgewater/Rodgers Park community. On August 16th, 23rd, & 30th September 6th, and 13th the Design Team canvased the Edgewater/Rogers Park area visiting several businesses to garner support by explaining more about the school, the proposal process and presenting them with a community letter and asking if they would be interested in writing a letter of support. Over 30 businesses agreed to display flyers in their windows and on community boards to aide in informing the community about upcoming community meetings. In addition to community support letters and flyer distribution the Design Team also held a series of community meetings covered by the media. A writer from DNAinfoChicago.com an online newsletter distributed in Edgewater/Rogers Park community and throughout the city of Chicago was invited to capture public statements of support.

***(Please see attachment 4 for business contracts and Attachment 3 for community letters of support)***

**1.3. Future Plans for Parent and Community Engagement and Partnerships *(Once in Operation)***

**a. Key Community Partnerships:** Describe the role of community partnerships that will provide key academic or non-academic services, supports, or opportunities for students throughout the first five years of the school. Explain: (i) the nature, terms, and scope of service of any partnerships (please see page 3 of the Answer Manual for specific information that should be included about each partnership)

AHS Passages High School will continue partnerships with community organizations already established with AHS Passages Charter Elementary School and will strive to create new partnerships with area colleges and universities, hospitals, health care agencies, cultural institutions, social service agencies, and the like. i.e.: UIC, DePaul University, Loyola University of Chicago, the local YMCA-YWCA, Chicago Botanical Gardens, Swedish Covenant Hospital, Illinois Masonic Hospital.

Community partnerships already established include Jewel-Osco, the local Police Department and Fire Department, McDonald’s, Adriatic Café, Chase Bank, Walgreens, Marathon Gas, Piato Pronto, Ravinia Music Festival, Chicago Symphony Orchestra.

(ii) how such partnerships will further the mission and vision of the school, and iii) who will be responsible for managing and cultivating these partnerships.

Partnerships with existing organizations and agencies as well as any new partnerships will enrich learning experiences for AHS Passages High School students. Our hope is to establish service learning and volunteer experiences for our students as well as invite community organization personnel and college/university faculty to the school as “guest lecturers” to speak to students about future careers beyond high school and college.

Because the school and community are a diverse and enriching population, there are unlimited benefits to both the student/school population and surrounding neighborhood organizations and businesses, furthering the mission and vision of the school as an international and global studies institution.

The Dean of students/Community Liaison will be responsible for establishing new partnerships in the community and successfully sustain existing relationships with organizations and agencies giving direction to these efforts on an on-going basis.

***(Please see attachment 4 for business contracts and Attachment 3 for community letters of support)***

**b. School Involvement in Community:** Describe your Design Team’s vision for establishing the school as a pillar in the community once in operation and explain how the school leadership team will execute this vision.

Passages is currently very involved in the community through a variety of means. We have partnerships we St. Gregory the Great Parish, Loyola University, Northeastern University, De Paul University, Hubbard Street Dance Company, Chicago Symphony Orchestra, and many of the local businesses surrounding the Passages’ campus. Through these partnerships we are able to obtain many additional resources that would not be available if these partnerships did not exist.

Specifically: (i) Describe any services, resources, programs, or volunteers that the school will provide for parents/guardians community members once in operation

(i)We also have an active volunteer pool within the school that consists of parents, community members and former school Chicago Public School educators! These individuals are integral to the success of Passages as they provide many needed services that would otherwise be another cost for the school’s budget to absorb. With the help of these volunteers we are able to better utilize our funding for the direct instruction of our students.

(iii) If applicable, the parent and community plan should clearly address any community tension that exists surrounding the opening of a new school.

(iii)Passages’ has earned respect in its community by establishing a school where both academics and citizenship are equally valued. The only known source of community tension revolves around the issue of traffic back up at dismissal. It should be noted that this is a short period of time 3:15-3:45 p.m. and that we have staff on site to alleviate traffic issues. We have also reach out to both the Chicago Police Department and our Alderman (O’Connor) to help facilitate an even smoother dismissal period and encourage the help from our neighbors to come up with viable traffic solutions.

**Section 2: Academic Capacity**

This section should clearly articulate the educational plan for the school and demonstrate the proposed team’s ability to drive academic success for all students. Responses should provide evidence to demonstrate that the Design Team can successfully open and manage a high-quality school. Answers should reference requested attachments as appropriate.

**2.1 Mission, Vision, and Culture**

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

**MISSION:**

The mission of Asian Human Services Passages Charter School is: “Serving and Educating a Diverse population of lifelong learners to become responsible citizens of the world”.

**VISION:**

To offer a high-quality education for High School students, present new ways of learning, increase college and career readiness, and create an environment in which students look forward to coming to school every day

**b. Educational Philosophy:** Briefly describe the educational philosophy of the proposed school. Identify the Design Team’s core beliefs and values about education; explain how these priorities inform the school’s key program and design components that are critical to its success with the targeted student population. Provide a clear rationale for using these strategies, citing research and evidence of success with similar student populations.

The educational philosophy of the AHSPCP is founded on the premise that the American high school is perhaps the most outdated institution of our national educational system. National surveys clearly convey the disconnect between high school aged students and the schools they attend.

Keeping students engaged in high school is critical in order to increase graduation rates. Surveys of American youth indicate a need for more secondary education programs that are relevant and rigorous. “Rate Your Future”, a survey from the National Governor’s Association of teens between the ages of 16-18, found that 93% believed their last year of high school would be more meaningful if they took courses related to their job interests. Close to 90% responded that their last year would be more meaningful if they took courses that count as college credit. More than 1/3 responded that high school is “easy” and 2/3 agreed with the statement that they “would work harder if their school offered more demanding and interesting courses.” More than 50% rated their high school fair or poor in preparing them for a skill or trade and more than 40% rated their high school fair or poor in helping them gain practical or life skills.

The Rate Your Future survey results are similar to those from the 2009 High School Survey of Student Engagement. About 98% of the students surveyed indicated they are bored at some point during the school day. Among these students 42% responded that a reason for their boredom was “the material in class wasn’t relevant to them” and 33% responded that a reason was “the work wasn’t challenging enough.” Only 26% responded that their school contributed “very much” to their growth in acquiring skills related to work after high school and 23% responded that their school contributed “very much” to their growth in solving real-world problems. Of the students who indicated they have considered dropping out at some point, more than 40% responded that they “didn’t see the value of the work they were asked to do.”

A national survey of high school dropouts, commissioned by the Gates Foundation, found that the most common reason given for dropping out was “classes were not interesting.” Identical to the Rate Your Future findings, two-thirds of those surveyed said they would have “worked harder” if more had been demanded of them. They also indicated they wanted classes to be more relevant to their interests and live. Four out of five dropouts responded that if schools had provided opportunities for real-world learning, it would have improved the students’ chances of graduating. It is in response to these national concerns that we have developed our educational philosophy and are submitting this proposal based on a core foundation of these six pillars:

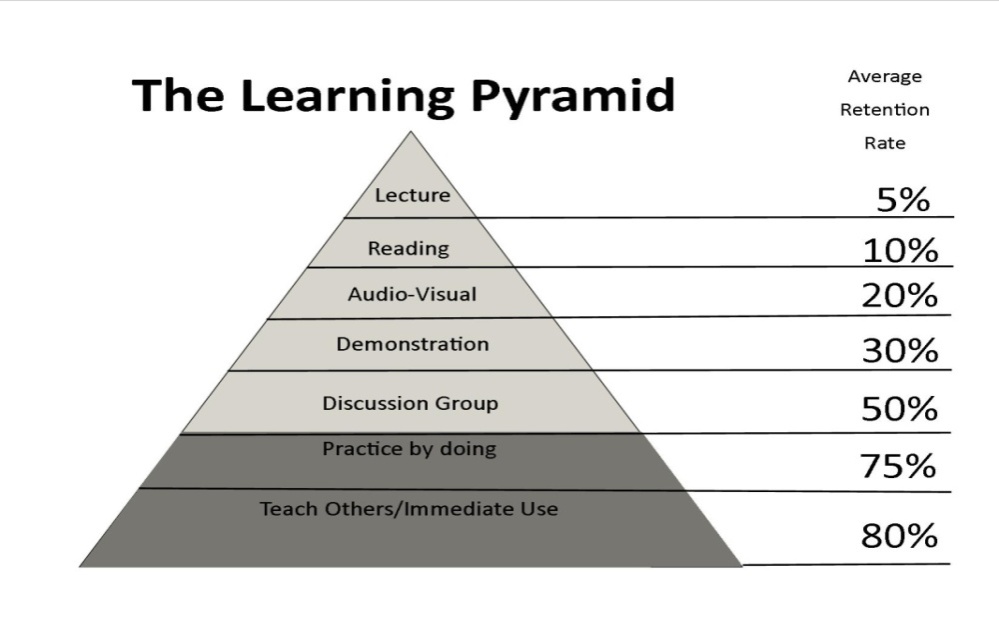
1 - **Relevance** 2 – **Rigor**  3 – **Engagement**

4 – **Choices** 5 – **Character** 6 – **Competencies**

**RELEVANCE** includes an understanding of how core academic classes required for a diploma, such as algebra, chemistry, and world geography, are applicable to prospective career pathways. In its report of construction job descriptions, the Associated General Contractors of America lists algebra and geometry courses for skilled bricklayers; algebra for skilled carpenters; chemistry for skilled painters; physics and chemistry for skilled plumbers; geometry and trigonometry for skilled drafters; algebra, geometry, trigonometry and physics for skilled pipe fitters and steamfitters; algebra, geometry and physics for skilled iron workers; and geometry, trigonometry and physics for skilled sheet metal workers. The students who go to college as well as those who do not must understand, with the direction of good teaching, that studies of history, literature, science, math, art, music, and physical education all have structural elements and lessons which are relevant to students’ lives today.

**RIGOR** constitutes a second aspect of our philosophy. The National Assessment of Educational Progress reports that 2/3 of secondary students cannot read at grade level and between 30 to 40% of students enrolling in community colleges required remedial course work. Clearly these results are not acceptable for the future of the nation. Students also vote with their feet in regard to American high schools as about 50-60% of students in public high schools in our nation’s fifty largest cities fail to graduate. Of particular interest to our emphasis on rigor is that 47% of dropouts reported classes were not interesting, almost 70% said they were not motivated TO WORK HARD, and 66% said they would have worked harder if more had been demanded of them. Thus rigor must be a key component of our educational philosophy.

Student **ENGAGEMENT** through inquiry and problem/project-based learning is a key element in our educational philosophy. Students should not and will not respond positively and learn appropriately in a “teacher lecture, read the text, answer questions, complete a multiple choice examination” environment. Students need to learn to work collaboratively in teams to solve problems. Research at Motorola University, the education/training facility for that corporation, has shown that information retention increases with the level of student engagement as follows:



Respecting the students means that we must acknowledge their increasing maturity as they progress through high school and offer them multiple opportunities to make choices. Thus our school philosophy is to offer **CHOICES** in the classes taken, the method and locale in which learning takes place, and in various delivery systems and learning styles by which individuals learn. Our philosophy also encompasses the need for **CHARACTER** building. The Josephson Institute on Ethics reported that their student surveys reported that 70% of high school students said they had cheated on an exam in the previous twelve months. Our philosophy regarding the inclusion of character is not one of sectarian preaching but rather a case study approach in which students debate such concepts as truth, honesty, loyalty, commitment, etc., traits which we believe they must develop for success in their entire life.

Our educational philosophy also includes the concept of “**COMPETENCIES**.” High School cannot simply be a collection of completed courses, we must ask of our students, what, at age 17 or 18, are they capable of doing? What competencies can we expect a graduating senior to have mastered over four years? Here, our approach follows the lead of Harvard educator Tony Wagner, who lists the following competencies which will be a part of our school philosophy and program:

**Workplace Competencies** –

* 1. Completing one or more work internships
  2. Solving a complex problem using teamwork
  3. Using technology to organize and present information relevant to solving a problem
  4. Analyzing a problem using statistics, trend data, and probability
  5. Writing a postgraduate work or study plan and preparing a resume
  6. Developing leadership skills

**Competencies for Lifelong Learning** –

1. Presenting, both orally and in writing, an independent research project
2. Passing a test on the key features of a geographical map of the world
3. Filling out a timeline of important events in history and analyzing an important event in history from multiple points of view
4. Demonstrating understanding of the scientific method
5. Filling out a 1040 tax form, creating a household budget, and opening a checking account
6. Passing a second language proficiency test

**Citizenship Competencies** –

1. Completing a community service project
2. Registering to vote
3. Demonstrating an understanding of an important current issue
4. Passing a proficiency test on the principles of democratic government

**Competencies for Personal Growth and Health** –

1. Completing an independent artistic or musical project
2. Demonstrating proficiency in a lifelong sport
3. Passing a proficiency test on basic principles of human health
4. Contemporary life skills

Students will set goals for each competency for their freshmen through senior years and each year an assessment will be made to determine the student’s progress in their four-year goal. This assessment will be done through an end-of-year portfolio for each of the four years.

Our overall educational philosophy grows out of our overall educational goals. Thus relevance, rigor, engagement, choice, character, and competencies are ways to achieve the following school goals:

All students will be grade proficient in the basic skills and core high school curriculum

All students will develop a sense of self worth

All students will develop a sense of moral and ethical behavior

All students will develop a sense of reciprocal obligation to family, school, and country

All students will develop an appreciation and tolerance for various viewpoints, races, religions, and ethnic origins in our multi-cultural nation

All students will develop necessary college/work/career/life competencies enabling them to become productive members of the American global society students’ intellectual and social and emotional development. What are the systems, traditions, and policies that will help the school achieve this culture? Please describe any non-academic goals that the school may set for students, how they will be measured and by whom, to help monitor and support school climate.

The achievement of the implementation of this overall philosophy will be determined in a number of ways:

1) A high school graduation rate of 90%. This number will represent the percentage of those students who begin at the school as freshmen/sophomores who complete the entire high school sequence. Too often claims are made of high graduation and college attendance of a school when in fact those numbers merely represent those students who remain in the school with no mention of the % that have dropped out from the freshmen year.

2) A college or post-secondary training program for 90% of the graduating students.

3) Student school satisfaction surveys with a goal of 85-98% of students expressing positive feelings about the entire school program and environment.

4) A successful completion of 90% of the “competencies” that are a part of the school program.

5) Comprehensive collection and use of data for analysis and tracking and student social and emotional issues, and the achievement of designated competency requirements.

**c. Description of Culture:** Describe the culture envisioned for the proposed school. Explain how the school will promote a positive environment with high behavioral and academic expectations to foster students’ intellectual and social and emotional development. What are the systems, traditions, and policies that will help the school achieve this culture? Please describe any non-academic goals that the school may set for students, how they will be measured and by whom, to help monitor and support school climate.

Given the negative attitudes held by students regarding high schools cited earlier, the culture of the AHSPCP is based on a hypothetical, but highly relevant question:

If there were no laws regarding compulsory education in Illinois, what kind of high school could we create where students would, not by coercion, but rather voluntarily, want to get up every single day to attend?

The concept of culture in any organization can be defined in many ways. Perhaps the most concise way to describe the idea is that the schools culture is “How we think, act, and do things around here.” No organization can create an instant culture; it must be developed over a period of time. However the seeds of that culture can be planted immediately. In AHSPCP, certain elements will be the foundation for our school culture. These are:

a) Respect – From day one, teachers and students must understand and work at the fact that respect is not automatic, it must be earned by both parties. The entire professional and support staff of the school must set the standard by how they speak and relate to each other and to the students, and students must reciprocate in their dealings with teachers and fellow students.

b) Tolerance and Understanding – We want the culture of our school to understand, respect, appreciate, and celebrate differences and diversity. By this we mean, not only, ethnic, social and religious differences, but differences in opinion, attitude, interests, ways of learning, and mode of self-expression.

c) High Standards – We envision a school culture where “just getting by” is unacceptable, where every student eventually realizes his/her unique potential and unique gifts and sets their goals and standards of achievement at the highest level.

d) The Student as a Maturing Individual – Our school culture must be one which recognizes the various ability and maturation levels of students and gives young “adults” the recognition of that maturity by not having a “one size fits all” academic program, schedule, and monitoring systems. If students by the time they graduate at eighteen years of age are old enough to cast their vote in elections and serve their country in foreign battlefields, they must be given that same assignment of maturity in their school by the senior year.

f) The Excitement of New Ideas – We envision a culture where students will learn to appreciate the excitement of a new idea and want to pursue it further and make it a focus of inquiry and discussion not only in the confines of the classroom, but in the school lunchroom or student lounge.

g) We will work toward a school that develops routines and rituals which students come to know, respect, and seek to perpetuate to those who follow them. These might be something as small as a plaque on the wall of the school of a school color, a school mascot, or a school song or symbol.

h) We envision a culture which stresses and rewards positive behavior, does not assume the negative in every student situation, and recognizes positive things with extrinsic and intrinsic rewards.

i) We desire to create a school culture where the school is not a place to be entertained but rather a place, unique in the life of every teenage American, where it is a fun place to be, not a regimented factory-model institution, but rather an exciting community of learners where faculty, act not only as instructors in a given discipline but role models and mentors to the young.

**d. College Readiness:** Describe the specific programs and supports, beyond academic curriculum, that your school will provide to expose students to college and support them to be 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, submit applications, and persist in college after high school graduation. 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 these efforts.

College readiness will be achieved by establishing continuous preparation during all four years of high school level to ensure students are ready for the transition into the college environment. This will be achieved by instilling a “collegiate atmosphere” for upper classmen, designed by instituting a college-type schedule for juniors and seniors, and by including ongoing career education into the curriculum. The rigor of the academic curriculum including reading analysis, research and writing skills, and problem-based learning, coupled with the utilization of team teaching, independent study, dual credit and on line learning will all lead to students’ being prepared to meet the expectations presented by our best colleges and universities.

In addition to mastering the academic strength needed for college success, AHS Passages College Prep will also place high importance on career exploration. Students will graduate with knowledge of the Career Clusters and the educational requirements needed to enter into the professions that they have explored in high school.

Beginning freshman year students will begin a career curriculum that will be infused into their Common Core classes. Freshmen will take several assessment tests including the Strong Interest Inventory (SCI), the Myers Briggs Type Indicator (MBTI) and the Gardner Multiple Intelligence Inventory. Counselors and educational advisors will work individually with students to evaluate these assessments and discuss the student’s initial interests and career options. Freshmen will also receive an orientation to choosing a college. They will select four colleges in which they express an initial interest. They will learn how to request the school’s literature, application and financial aid information. Sophomores, based on the information they received from their schools of interest, will select colleges to apply to. With the assistance of a counselor, students will then begin the process of completing at least two “practice applications” for their selected schools. Sophomores will also practice filling out financial aid forms and prepare for and take the P-ACT. Juniors will visit college campuses, begin taking dual credit courses, and take the ACT. By senior year, students will focus the process of preparing for the transition from high school to college. They will serve in internships, and continue to register for dual credit courses. Dual credit provides an opportunity for students to take college courses while in high school. These courses will provide transfer credit to the college of their choice when they enter as freshmen. The dual credit opportunity further increases students’ chances of continuing on, and succeeding in college. Dual credit consists of a formal partnership to be established between AHS Passages College Prep and surrounding Chicago City Colleges, and/or four-year universities.

**e. Social, Emotional, and Physical Health:** Describe the social, emotional, and physical health needs that you anticipate among the targeted student population. Describe the programs, resources, and services (internal and external), that your school will provide in order to promote students’ social, emotional, and physical health. Explain how individual student needs will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured. Cite who will be responsible for overseeing these efforts.

AHS Passages College Prep will be addressing the needs of its adolescent students by providing a wide range of services in collaboration with our charter holder Asian Human Services, which is a social service agency. On site at the school campus is a full time counselor who can provide counseling services to those students who need support with general adolescent stressors including parent relationships, peer relationships, time management issues, preparation and planning for college and career and any related issue that is not on-going. For more serious issues the school counselor will collaborate with Asian Human Services (AHS) Mental Health Services to ensure that the student and their family are offered both individual and family counseling services on a continuous basis.

AHS Passages College Prep will use Positive Behavioral Interventions and Supports (PBIS) to collect and monitor student behavior on a daily basis. This data will be collected by the PBIS Team and disseminated to classrooms teachers and staff as needed. Using this data we will be better equipped to analyze possible triggers inside and outside of the classroom that prevent students from reaching their academic and social/emotional potential. We will also use this data to determine which students would benefit from a ‘’check-in/check-out” system. The check in/check out system provides a student in need with an adult mentor in the building who is responsible for seeing the student at the start and end of every day. The rationale behind check in/check out is that in the morning the adult mentor could assess the demeanor of a student at given times to see if he/she was is on track for a good day or perhaps is in need of more support for their adult mentor. This support can come in many forms but most common would be for the mentor to provide a listening ear, a safe place where the student could share his/her feelings/frustrations and then come up with a game plan for how they will make it through the day or the afternoon when he/she returns home.

The number of students in need of check/in check out services would be monitored through our School-Wide Information System (SWIS) informational systems as would the frequency of times spent talking with the adult mentor before returning to the classroom or heading home for the day. Ideally after a period of 6-8 weeks a student would have enough time to build coping skills with the help of his/her adult mentor that check in/check out would not longer be needed on a daily basis.

The PBIS team which consists of the School Counselor, Dean of Students, Case Manager, Assistant Principal and Principal will meet on a weekly basis to analyze school-wide PBIS data and discuss additional supports that may be required for our students, their families, our teacher and staff.

Lastly, our students physical health will be addressed by our continual offering of physical education on a weekly basis, integrated movement activities at designated times during the school day and adherence to the USDA regulations in partnership with the Fit to Learn initiative. Currently Passages is a USDA Gold School and meets all the federal requirements in terms of physical activity and nutrition.

**f. Behavior and Safety:** (i) Describe the school’s approach to student discipline, behavioral intervention, and classroom management. Explain the roles of teachers and administrators in consistently and equitably implementing consequences for disciplinary infractions and positive behavioral interventions and supports. How will these strategies create a safe and productive learning environment for all students? Cite who will be responsible for overseeing student discipline and behavioral interventions.

(i) & (ii) AHS Passages College Prep will use PBIS (Positive Behavioral Interventions and Supports) in alignment with the school’s discipline code which is outlined in detail in the current parent/student handbook. Teachers and Administrators all participate in PBIS both school-wide and at the individual classroom level. Discipline data is shared with all teachers to look for on-going trends and to pinpoint specific behaviors occurring at various locations and times. When looking at trend data both teachers and administrators collaborate to come up with interventions that could prevent future incidences from occurring. In addition teachers and administrators seek out student opinion in regards to what incentives they would like to work towards. For example, in middle school this year students received a short survey on what PBIS incentives they would like to earn this school year. The responses were tallied by the PBIS team (which consists of both teachers and administrators) and those incentives with the greatest number of votes became the incentive goals for the students. We also actively work with our parents on communicating our PBIS program and goals during open house, conferences, via the web and survey. In addition we encourage our families to share incentive ideas with us at any time during the year. In terms of communicating consequences every new family to Passages is required to attend a mandatory new parent orientation. At the orientation an administrator walks each new family through the student/parent handbook including the discipline policy which outlines clearly the consequences in each category of offenses.

(ii) How will expectations for behavior and corresponding consequences and rewards be clearly communicated to students and families? (iii) Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and afford due process for all students.

(iii) There is a section of the student/parent handbook (Pages 30 and 31) which addresses in details the procedural discipline guideline for students with disabilities including the roles and responsibilities of Passages staff, the IEP team and Chicago Public Schools Department of Due Process.

***(Please see attachment 5 for the school’s policies for promotion, graduation, and student discipline and in regards to students with disabilities)***

**g. Parent Involvement:** Discuss strategies to engage parents and caretakers in their child(ren)s’ education and in the governance of the school. Describe any programs or resources that the school will provide for parents and caretakers.

AHS College Prep will continue to engage parents and caretakers in their child’s education in many ways:

* Continued Mandatory Parent/Caretaker for new families to ensure that AHS Passages College Prep expectations are clearly communicated and to provide an opportunity for our new families to express any questions/concerns directly to school administration
* Beginning of the year Open House where parents/caretakers have an opportunity to meet their child’s teachers
* Mandatory fall and spring parent/teacher conferences providing parents/caretakers an opportunity to discuss their child’s academic and social emotional growth
* Fall/Spring Literacy nights dedicated to non-fiction text in coordination with Common Core Standards
* Fall/Spring Numeracy nights dedicated to math application in the real world
* Science Fair Preview Night
* Career Day
* Monthly student recognition assemblies
* Fall/Spring Potlucks
* Passport to Passages Spring Open House

Within our AHS network of services Passages families also have the following services available to them:

* AHS Literacy Education for Adults & Families (LEAF) program which offers adult classes including English as a second language, computer classes from basic computer skills through Microsoft Office Suite, job placement and resume writing services. While the parents attend classes LEAF provides on-site child care at minimal to no cost for qualifying families.
* AHS Family Health and Dental Clinics provide medical and dental care to our families and are both conveniently located only a short distance from the Passages campus. Both clinics provide our families with the necessary immunizations and physical/dental exams required by Chicago Public Schools and the State of Illinois. These services are provided at little to no cost for eligible families and each clinic also accepts most major insurance carriers including the State of Illinois Kids Care children’s insurance.
* AHS Mental Health Department offers on-site family and individual counseling on site at Passages and also offers off services at their head office in the Uptown neighborhood also just minutes away from the Passages campus for the convenience of our students, parents and caretakers.
* Passages also partners with Refugee One and Catholic Charities to coordinate services for refugee and immigrant students attending Passages including the coordination of their daily transportation and after school programming.
* Parent Encouragement Program (PEP) Classes for parents new to the country or with limited English speaking ability. PEP classes are run by our ELL teacher and cover a variety of topics including:
* Orientation to the United States’ Education System
* Description of roles within the school building like teacher, assistant principal, dean, social worker, counselor etcetera
* Skill Building Workshops including, how to contact the school, how to write a letter to the teacher, how to read a report card, NWEA Scorecard and ISAT report, role-playing a mock parent/teacher conference and practicing of how to ask questions to teachers and other school personnel

**2.2 Design Team Experience and Demonstrated Track Record in Driving Academic Success**

**a. Roles and Demonstrated Experience:** Briefly describe the qualifications and experience of members of the Design Team and/or founding Board 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, how frequently the Design Team meets, how members collaborate with one another, each Design Team 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.

Dr. Bakalis’ career in education has been at the local, state, and national levels. He has been a high school teacher, university professor at Northern Illinois University and Northwestern University, Undersecretary of Education at the US Department of Education, Dean of Education at Loyola University, and President of Triton College. He is currently President and CEO of American Quality Schools (AQS), a not-for-profit educational management organization that operates schools in the Midwest. Dr. Bakalis has served on numerous state educational reform committees and has been a leading spokesman for creating new high school models.

Dr. Haynes has worked to redesign and improve high schools throughout the state of Illinois and is knowledgeable of the models that have worked as well as those that have not had success.

Michelle Kolar and Deb Gerdes work with high school students and teachers at the Illinois Math and Science Academy where their special area of expertise is problem-based and project-based learning.

Christopher Austria has extensive experience at both the elementary and secondary levels and has particular expertise in curriculum, instruction, and the alignment of curriculum form elementary to high school.

Dr. Gwen Adell is Chief Administrative Officer of The Thea Bowman Leadership Academy in Gary, Indiana a successful inner city K-12 School.

Dr. George Nassos has had a career as a chemical engineer university professor and consultant which has taken him to a variety of global centers and given him a unique perspective on the interconnected global economy.

Dr. Tim Ricordati’s position as Dean of Professional Studies brings him into the professional development of education as well as individuals who seek a career change. He has also been a high school teacher.

Rick Jasculea is a partner in one of the most prominent public affairs firms in Chicago and will be of invaluable help in developing marketing and publicity strategies for the school.

Renee Chambers, Christina Yates, Toni Copeland and Wendy Stella are AQS employees, each contributing research information and assisting in the proposal development.

Abha Pandya, Ashraf Ali and Mike Desalle are AHS Board members, each contributing board support with policy and procedure.

Nicole Feinberg is currently the award-winning principal of AHS Passages Elementary School and will continue to serve as principal for the high school.

Karen Hewitt is the outreach Director of the Center for Global Studies at the University of Illinois Urbana. The center utilizes faculty from the entire university to not only do research and publications, but to conduct workshops on Global Issues and Global Education for high school teachers. The Center also sponsors a summer institute on campus for high school juniors and seniors on various topics pertaining to Global Studies**.**

Ms. Feinberg is the only individual of those listed above who will have full or part-time employment at the school.

1. Dr. Michael J. Bakalis – President, American Quality Schools (AQS)

2. Dr. Thomas Haynes – Professor and Director of the High Schools That Work Connection Project, Illinois State University

3. Michelle E Kolar – Executive Director for Professional Field Studies, The Illinois Math and Sciences Academy

4. Deb Gerdes – Program Director for Problem-Based Learning, Problem-Based Learning Network, Illinois Math and Sciences Academy

5. Christopher Austria – Regional Academic Officer, American Quality Schools

6. Dr. Gwen Adell – Chief Administrative Officer, Thea Bowman Leadership Academy

7. Dr. George Nassos – Retired Director of the Sustainability Program, Illinois Institute of Technology

8. Thomas Aubin – Vice President of Finance, American Quality Schools

9. Dr. Timothy Ricordati – Dean College of Professional Studies, Elmhurst College

10. Rick Jasculca – Chairman & Chief Executive Officer, Jasculca, Terman and Associates Public Affairs

11. Karen M.Hewitt – Outreach Coordinator – Center for Global Studies, University of Illinois, Urbana

***(Please see attachment 6 for Design Team Resumes)***

Additional persons who have been offering advice regarding the construction of a new school:

1) Ryan Smith - Director of Investments, Entertainment Properties Trust, Kansas City, MO

2) Glen Hileman - CEO/President, Highmark School Development, Midvale, Utah

3) Eric Davis – AIA, NCARB, LEED AP, Public Design Architects, Oak Park, Illinois

4) Andrew Kanel – Facilities and Services Sr. Specialist - Accenture

6) James Logothelis – Midwest Region Senior Client Service Partner, Ernst & Young, Chicago, Illinois

7) Jerry Earnest – Vice President & CIO, Entertainment Properties Trust, Kansas City, MO

8) Adrianne Johnson – Committee Member AHS School Board, retired educator, Chicago, Illinois

**b. Academic Track Record Serving Similar Student Populations:** The proposal should demonstrate that the Design Team, whether an existing Chicago operator, existing national operator, or 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 addition to discussing the Design Team’s proven track record of success in the proposal narrative, include an attachment that includes corresponding data. Please see the below descriptions, as well as Tables 1-3 on pp. 10-12 of the Answer Manual, for more information on CPS’ expectations for demonstrating a proven track record of success for each different type of Design Team.

Dr. Bakalis, Chris Austria, Dr. Gwen Adell, Dr. Timothy Ricordati have all had extensive experience in working with urban inner-city students. All but one of the current AQS operated schools are located in inner city, primarily African American and Hispanic communities. The individuals listed above have all contributed to the following record of achievement when AQS has managed the school for at least 3 years.

1. In 2011, AQS managed two of the top ten achieving charter schools in Chicago (Bucktown and West Belden)

2. In 2012, the AQS Chicago Plato School was recognized by Mayor Emmanuel as an “Honorable Mention” school for the school’s steady achievement gains in the heart of a high-poverty, high crime community.

3. Passages Charter School has shown steady academic growth over the past five years. Over 90% of Passages’ students in grades K-8 have met their spring target goals on NWEA (Northwestern Evaluation Association) MAP (Measure of Annual Progress) tests in both reading and math. In addition students in grades 3-8 have improved by almost twenty percentage points on the ISAT in both reading and math combined. Most recently Passages was awarded CPS Principal Award for having our students meet their CPS academic targets and for achieving four percent composite growth on the 2013 ISAT test with Illinois’ new cut scores!

4. The AQS operated Discovery Charter School in Indiana is the academically highest performing charter school in the entire state. The school outperformed all schools in the public school district in its first year in operation.

5. The Thea Bowman Leadership Academy (TBLA) Elementary School within two years of operation outperformed the Gary Public Schools and was cited as an “Exemplary school” for five consecutive years.

6. The TBLA Middle/High School has a graduation rate of 90% and sends 95% of its graduates to colleges and universities.

7. The AQS East Chicago Urban Enterprise Academy has consistently, over five years, outperformed all East Chicago Public Schools.

8. The Illinois Policy Institute study of charter schools serving English Learning students in Chicago found that the AQS managed West Belden and Passages schools outperforms the CPS schools serving LEP students.

9. The Illinois Policy Institute study reported that three AQS operated schools with primarily Hispanic students outperformed the similar CPS schools on the ISAT test. The study concluded, “In Chicago, schools managed by AQS have hosted an impressive track record of educating LEP and Hispanic students. (p9)”

10. In its third year of operation the AQS managed Carondelet Charter School outperformed all St. Louis Elementary Schools.

***Existing Chicago Operators***: Existing Chicago operators are minimally expected to meet the replication criteria outlined in Table 4 (above) on pp. 16-17of the RFP to be considered for approval to open new school(s) or add additional grade configurations. Meeting the academic replication criteria does *not* guarantee approval of additional school(s) or grades. If an existing Chicago operator does not meet the above outlined criteria, it is unlikely that the operator will be approved to open new schools. Existing Chicago operators are welcome to provide any additional quantitative evidence of driving academic achievement and growth on metrics that fall outside of the contractual performance policy

(e.g. average student growth on an adaptive test such as NWEA MAP, SCANTRON, Renaissance Learning’s STAR, etc.). If provided, describe student performance on these metrics. ***Please only provide data in vendor-produced score reports.***

***(Please see attachment 7)***

***New operators***: Identify members of the Design Team and/or founding Board who have provided academic expertise or who will provide instructional leadership or support at the proposed school. Describe these individuals’ experience and qualifications to implement the proposed educational plan. Provide quantitative evidence of their individual and/or collective track record (if applicable) driving student achievement with similar student populations. – **N/A**

***Existing national operators*:** Provide evidence that the proposed model has driven academic achievement and growth among similar student populations and that the proposed instructional leaders have experience implementing that model. – **N/A**

**c. School Leadership:** (i) Briefly describe the proposed instructional leadership structure. *(Note: the structure should align with the school-level organizational chart provided in Section 2.5.a).*

(i) AHS Passages College Prep will continue its current leadership model which includes the following personnel: (1) Building Principal, (2) Assistant Principals/Mentor Teachers, (1) Case Manager, (1) Dean of Student of students, (1) School Counselor.

(ii) If school leader(s) have been identified, provide the criteria 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.

(ii) Nicole Feinberg currently serves as the school principal at AHS Passages Charter School. Ms. Feinberg has thirteen years of experience in urban education. She has experience as a self-contained elementary classroom teacher with an emphasis on special education inclusion, as a mentor teacher and assistant principal in grades 4th-8th and is in her fifth year as principal at Passages. During her current tenure at Passages student growth and achievement continues to rise. Most recently Passages was awarded CPS’ Principal Achievement Award which recognizes schools for their work in closing the achievement gap, growth in reading, growth in math over time. In addition to academic gains Passages student population has doubled in size since Ms. Feinberg’s arrival in 2009 which is a testament to the hard work and dedication she puts forth daily at the school.

(iii) If school leadership has been identified, please provide evidence of each proposed leader’s success in driving achievement with a similar student population. If any of the proposed school leader(s) do not have experience running a school, please cite any school leadership programs or fellowships that they have completed or will complete prior to school opening.

(iii) Sue Ziegler currently serves Passages as the Team Leader/Mentor Teacher for grades 3-8. Ms. Ziegler is a former elementary classroom teacher with an extensive background in curriculum and instruction which has been critical in Passages’ recent successes. Currently Ms. Ziegler is completing a co-hort leadership program to earn her Type 75 Administrative License and is also completing the Illinois Growth Through Learning Training to be a certified PERA Evaluator.

Nahrain Israel-Tapella also currently serves Passages in the Team Leader/Mentor Teacher capacity for grades Pre-K-2nd and all specials including Spanish, Physical Education and Art. Ms. Israel-Tapella specializes in both early childhood education and special education. Prior to becoming Assistant Principal at Passages she was the lead teacher in our Pre-K classroom for over five years. During her time in the Pre-K classroom Ms. Israel-Tapella established a well-respected Pre-K program and an on-going partnership with UIC’s (University of Illinois Chicago) Early Childhood Education Program. Her classroom was showcased numerous times in their program as an exemplary Pre-K for new early childhood teachers to aspire to! Ms. Israel-Tapella is also completing a Type 75 Administrative cohort and is in the process of completing the Illinois Growth Through Learning Training series to become a certified PERA Evaluator.

Lindsey Weisenfeld Barry currently serves Passages as Case Manager and RTI Coordinator for the school. Ms. Barry is a former Special Education Teacher and in addition to her Case Manager and RTI duties co-teaches with both regular education and special education teachers on a daily basis. Ms. Barry’s knowledge and understanding of Special Education and all its components has done a great deal to strengthen Passages Special Education Program over the last few years.

Robert Flick currently serves Passages as Dean of Students/Community Liaison. Mr. Flick has been instrumental in implementing school-wide PBIS in coordination with our Student Code of Conduct which has resulted in a very positive student culture and climate that is evident throughout the school. In his role as Community Liaison he has fostered many relationships with community businesses in the surrounding area and has secured guest speakers and funding from individuals including CEO’s from prominent companies such as the Chicago Cubs, Bulls and White Sox just to name a few. Mr. Flick previously was a teacher at Chicago Vocation School (CVS) and East Chicago, Gary High School and holds a Bachelor’s of Science in Criminal Justice.

Catherine Koseki serves Passages as the school counselor and high school application coordinator. Ms. Koseki has been a huge asset to our school and students by streamlining the high school application process for our families. From September-December she works one-on-one with each 8th grade student and his/family to ensure that they are aware all high school options available to them. Ms. Koseki also works with the PBIS team to help with implementation and serve as a resource for teachers looking for positive behavioral interventions. The last function of her role and undoubtedly the most important is the counseling services she provides to our students on a day-to-day basis. Ms. Koseki receives referrals from classroom teachers, staff and administrators of those students who may be in need of school counseling to due family issues at home, peer issues, time management/executive functioning skills, and other non-clinical issues that are common in a school setting. She works in collaboration with our charter holders mental health department and communicates to them students/families who may be in need either of long term counseling or have clinical conditions that require more intensive on-going services.

*(****Please see attachment 8 for job descriptions, cross referenced with Section 2.5a)***

**2.3 Educational Goals and Assessment Plan**

**a. Educational Goals and Metrics:** Identify academic, non-academic, and mission-specific goals and metrics for the proposed school. Include a table that details the school’s *quantifiable* goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. For high schools, include goals for graduation rates, leading indicators (e.g. freshman on track), college acceptance and persistence rate, as well as goals related to career readiness. Sample goals and metrics tables are provided on pp. 13-14 of the Answer Manual. Please describe how your Design Team determined these goals and why these goals are appropriate for the school’s intended population.

The overarching educational goal of Asian Human Services Passages College Prep is to produce students who work collaboratively, think critically, and achieve academically in order to promote and nurture a community of lifelong learners for tomorrow’s global society, which will ensure student success in college, careers, and beyond.

In an effort to achieve this overarching goal, we have established the following goals for years 1 through 5 intended to ensure academic success for all:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Goals** | **Metrics** | **Grades** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **% of students making Fall to Spring EXPLORE expected Gains in Reading** | EXPLORE | 9th | 85% | 85% | 90% | 92% | **92%** |
| **% of students making Fall to Spring EXPLORE expected Gains in Mathematics** | EXPLORE | 9th | 85% | 85% | 90% | 92% | **92%** |
| **% of students making Fall to Spring EXPLORE expected Gains in Science** | EXPLORE | 9th | 75% | 75% | 78% | 85% | **92%** |
| **% of students making Fall to Spring PLAN expected gains in Reading** | PLAN | 10th | n/a | 85% | 88% | 90% | **91%** |
| **% of students making Fall to Spring PLAN expected gains in Mathematics** | PLAN | 10th | n/a | 85% | 88% | 90% | **91%** |
| **% of students making Fall to Spring PLAN expected gains in Science** | PLAN | 10th | n/a | 85% | 88% | 90% | **91%** |
| **% of students making Fall to Spring Plan to ACT expected Gains in Reading** | ACT | 11th | n/a | n/a | 80% | 85% | **88%** |
| **% of students making Fall to Spring Plan to ACT expected Gains in Mathematics** | ACT | 11th | n/a | n/a | 80% | 85% | **88%** |
| **% of students making Fall to Spring Plan to ACT expected Gains** | ACT | 11th | n/a | n/a | 80% | 85% | **88%** |
| **Percentage Meeting ACT College Readiness Benchmarks** | ACT | 11th | n/a |  |  |  |  |
| **Average ACT Score** | ACT | 11th | n/a | n/a | 19.5 | 20 | **22** |
| **Percentage Meeting PARCC Growth Targets** | PARCC | 9th–12th | n/a | n/a | TBD | TBD | **TBD** |
| **Freshmen on Track** | Student Grades (IMPACT) | 9th | 75% | 80% | 85% | 88% | **91%** |
| **Sophomores on Track** | Student Grades (IMPACT) | 10th | 80% | 85% | 88% | 91% | **95%** |
| **Attendance Rate** | Average Daily Attendance | 9th -12th | 85% | 90% | 95% | 96% | **97%** |
| **Student Retention Rate** | Students completing year and returning | 9th–12th | 85% | 85% | 90% | 90% | **95%** |
| **One Year Drop Out** |  |  |  |  |  |  |  |
| **AP Enrollment** | # of students enrolled in AP courses | 11 – 12 | n/a | n/a | 20% | 26% | **30%** |
| **AP Success** | % of students who score 3 or better on AP Tests | 11-12 | n/a | n/a | 60% | 71% | **74%** |
| **% of students accepted to a two/four year college** | College Acceptance Rate | 12th | n/a | n/a | 100% | 100% | **100%** |
| **% of students taking dual credit or honors courses** |  | 9th-12th | 10% | 15% | 18% | 20% | **25%** |
| **Graduation Rate** | 5 Year Cohort Graduation Rate | 12th | n/a | n/a | n/a | 80% | **90%** |
| **% of students completing college within 5 years of graduating high school** | College Completion Rate |  | n/a | n/a | n/a | n/a | **n/a** |

An educational goal is defined as the gap which exists between two states, the current level and the desired level. To this end, after reviewing the national, state, and local achievement statistics of students from urban areas, particularly of minority descent, achievement goals were set which acknowledge that many students who may initially enroll in Asian Human Services Passages College Prep may be ill prepared to succeed instructionally in a college preparatory environment. As such, the goals are more modest in years one and two but become far more rigorous by year three. By the third year of instruction at Asian Human Services Passages College Prep, we anticipate being able to close the achievement gap between the student’s level of proficiency when entering AHSPCP and the desired level of achievement.

Upon entry into AHSPCP, all students will be evaluated using a version of the Explore and Plan assessments. The results of the Explore and Plan will be used to design a yearlong educational plan for the new students. In addition, using classroom-based and school-based benchmark assessments, students at risk of getting off track for graduation will be placed in supplemental classes that support and accelerate learning in core subjects. Teachers will integrate affective development into instruction and in one-on-one student conferences.

Progress toward these metrics will be reviewed though weekly, monthly, and a semester data meeting to ensure the school is making the expected gains in all categories by utilizing a variety of assessments. Students identified through these analyses as making unsatisfactory or partially proficient student performance on assessments for math, reading, and writing will be referred to the RTI coordinator to estimate need for interventions, including the number of sections and kinds of academic support courses which will be needed in upcoming year.

**b. Student Assessment Plan:** (i) 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.***

19 For the percent of ELL students, students with IEPs, and Students in Temporary Living Situations, applicants can cite district-wide averages of 16.13%, 12.28%, and 4.2% respectively.

(i-ii) Asian Human Services Passages College Prep will implement a comprehensive Assessment Program which capitalizes on the usage of various formative, summative, and norm referenced assessments. These assessments will provide teachers and parents real-time information regarding student performance and will be used to ensure instruction is both rigorous and student centered. Please see the chart below for the purpose and usage of the assessments that will be utilized.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TYPE OF ASSESSMENT** | **GRADE** | **FREQ.** | **PURPOSE** | **USAGE** |
| **Norm referenced assessment:**  **e.g. NWEA** | 9th | FALL  WINTERSPRING | To monitor academic growth over time and predict standardized assessment performance | Data from this assessment will diagnose instructional needs and placement for supplemental programs; assist in making data informed decisions at classroom and school level; identify skills and concepts that students have learned. |
| **ANNUAL STANDARDIZED TEST e.g. Explore, Plan, ACT, PARCC (Spring)** | 9th – 12th | FALL  SPRING | To know what levels students are performing at in Math, Reading, Writing and Science, in addition to predict if students have the skills to be successful or prepared to take college level courses. | Data from this assessment illustrates mastery of standards assessed at the end of the year. This data can be used to inform effectiveness of instruction after is has occurred but not while it is occurring. Teachers can use data from their incoming class of students to help inform readiness levels related to standards or concepts to be taught. |
| **Illinois Alternative Assessment** | 9th – 12th | Spring | To assess achievement in reading, mathematics, science, and writing via a performance-based assessment that uses on demand tasks, which are aligned to the Illinois Learning Standards. | Data used from this assessment ensure Special Education students are progressing academically and to inform their instructional program. |
| **INTERIM ASSESSMENT DATA:** | 9th – 12th | Every 4-6 weeks | To provide results that enable educators to adapt instruction and curriculum to better meet student needs. | Interim assessments will be used to determine mastery of new concepts and measure growth of previous concepts taught in reading. Results from these assessments help teachers understand which concepts were mastered in that time period in order to better understand what to re-teach prior to the end of year standardized test |
| **Formative/**  **Summative**  **Unit Based Assessments** | 9th – 12th | Weekly  or/ and end-of-unit tests | To evaluate student’s knowledge and learning on specific skills and standards in reading, language arts, math, science, and social studies | Results are used to determine which skills/standards to re- teach during the next unit. Teacher and grade level teams can ask specific questions related to this data such as: What concepts did students learn? How did I teach those concepts? Which concepts are students still struggling to learn? This data will also help determine what to re-teach |
| **End of Course Assessments** | 9th -12th | SPRING | To evaluate the extent to which students meet established curriculum standards. | Results will be used to determine the knowledge, skills, and abilities of the students at the end of the course. The results will also be used to gauge whether or not the curriculum was taught to that the standard was assessed. |
| **Portfolio Evaluations** | 9th – 12th | SPRING | To evaluate student’s mastery of concepts in Global Studies and the 21st Century Skills. | To determine student mastery of the 21st Century Skills needed to close the Achievement Gap and to inform instructional practice. |
| **Competencies**  **Assessment** | 9th – 12th | SPRING | To evaluate special school  goals | To determine students readiness for post-secondary school and  career |

*Assessment Administration*

The Assistant Principal for Curriculum and Instruction, with the assistance of the Data and Assessment Committee, will administer the NWEA, Explore, Plan, ACT, Interim, and PARCC assessments. Classroom teachers will administer formative, unit based, end of course, and portfolio assessments.

*Growth Targets*

This high school will use the expected gains framework from the EPAS assessments to set grade level performance goals for all students. Students in grade 9 will take the Explore assessment in the fall and spring, students in grade 10 will take the PLAN assessment in the fall and spring, and students in grade 11 will take the PLAN in the fall and the ACT in the spring. Using the EPAS framework, we will utilize fall scores to set spring targets for students in all grade levels in Reading, Mathematics, Science, Social Science and English Language Arts.

Additionally, we will establish student growth targets for the NWEA assessments which will be determined using the mean growth norms provided by NWEA which depict the growth of similar groups of students from each grade level who scored at each RIT level in the initial testing season. Spring growth targets will be modified for students who reach their growth target during the winter test administration. Within 5 years, we expect the grade level averages to be at or above the national average in all subjects tested.

When PARCC is fully implemented on SY 2015-2016, we will use the CPS required PARCC growth targets and growth models. This will ensure that AHSPCP students' performance meet or exceed the District and State's growth targets.

*Communication of Results*

Data collected as a result of the assessment plan will be communicated to students, staff, and parents as follows: 1) Student reports with goals will be shared with students and parents during parent teacher conferences and mailed to those who do not attend, 2) Parents of students who fall within the 35th percentile or lower in any subject will be required to attend a parent conference to discuss student performance and develop a Response to Intervention Tier II plan, and 3) Overall performance will be shared with teachers during the professional develop immediately following the receipt of results, published in the Weekly newsletter for parents, posted to the school’s website, and presented during a parent town hall discussion.

*Intervention and Remediation Plan*

Students who fall within or below the bottom 2 quartiles in Reading and Math according to RIT and Goal Performance on the NWEA assessment are considered students in need of intervention. These students will receive a student specific action plan that will target specific skills that the student needs to master. As a result of the action plan, we will generate strategies for teachers, students, and parents to improve student performance. Additionally, selected students will receive small group instruction as a part of Tier II Response to Intervention (RTI) in four to six week intervals. Student Progress will be monitored weekly by the RTI team and groups will be restructured as student needs change.

Students who do not make expected gains on the EPAS assessment system will be placed into school based interventions which include but are not limited to small group instruction, before and after school tutoring, and RTI tiered interventions.

*PROPOSED ASSESSMENT CALENDAR*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Assessment and Grade Levels* | *Summer* | *Aug* | *Sept* | *Oct* | *Nov* | *Dec* | *Jan* | *Feb* | *Mar* | *Apr* | *May* | *June* |
| Interim Assessments **Reading, Writing, Math** (Grades 9-12) |  |  |  |  |  |  |  |  |  |  |  |  |
| EXPLORE  **Reading, English, Math, Science** (Prior to Entrance and Grade 9) |  |  |  |  |  |  |  |  |  |  |  |  |
| PLAN **Reading, English, Math, Science** (Grades 10-11) |  |  |  |  |  |  |  |  |  | 10th Grade Only |  |  |
| PSAE (ACT and WorkKeys) **Reading, English, Math, Science**  (Grade 11) |  |  |  |  |  |  |  |  |  |  |  |  |
| End of Course Assessments  **Reading, Math, Science, Social Sciences**  (Grades 9-12) |  |  |  |  |  |  |  |  |  |  |  |  |
| NWEA  **Reading, Math**  (Grades 9-11) |  |  |  |  |  |  |  |  |  |  |  |  |
| **PARCC**  (Grades 9-11) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Global Studies Project Portfolio**  (Grades 9-11) |  |  |  |  |  |  |  |  |  |  |  |  |
| **21st Century Skills Portfolio Evaluations**  **(Grades 11-12)** |  |  |  |  |  |  |  |  |  |  |  |  |

***Educational Goals and Metrics*** over the course of the five-year contract. Create and include a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level, as well as the timing of their administration (*please see pp. 15-16 of the Answer Manual for sample Assessment Tables*).

(ii) The proposal narrative should: explain the rationale for selecting or developing the identified assessments; describe each assessment's purpose, design and format; demonstrate the validity and reliability of any non-standardized assessments; note alignment of assessments with state standards and/or Common Core State Standards, where applicable; and identify who will be responsible for administering the assessments**. (Please See Section 2.3a)**

**c. Data-Driven Programs and Instruction:** (i) Describe how instructional leaders and teachers will administer, collect and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. This response should clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers’ progress toward helping students meet their identified goals, as well as specify the formalized processes and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.20

(i) We believe it is imperative to use data as a means of making decisions for instruction, assessment, programs, policies, and student placement. Various types of data, both aggregate and disaggregate, will be reviewed on an ongoing basis to ensure the results are being used to make the needed changes for all sub-populations and to monitor progress toward school improvement goals. Changes made resulting from this process will be documented. This will be done as part of the building level school improvement plan and will include:

* A representation of all data reviewed
* The findings based on the data
* A description of how the areas deemed as weaknesses will be addressed

(strategies or action steps and how their effect will be measured)

* The impact of the changes and
* A description of further action to be taken.

The strategies or activities to be implemented will be defined based on teacher/team evaluation of the available data identifying students’ strengths/weaknesses, etc. (Note: The classroom teacher will collect a wealth of data through in-class assessments, observations, one-on-one student teacher conferences, etc.). The Regional Academic Officer will also be consulted for appropriate strategies and methods of implementation. Annually, the school will evaluate the effectiveness of their strategies and level of goal attainment before revising and updating the school improvement plan.

The individuals involved in the data analysis process will include, but will not be limited to administrators, Regional Academic Officers, Director of Student Services, and teachers. The types of data to be analyzed will include state and district advanced placement results, EPAS results, PSAE results, common assessments, dropout data, freshmen on track, sophomores on track, attendance, and post-graduation studies.

Realizing that using data to make needed changes is an on-going process, the administrators and staff members will use this information to fine-tune the curriculum, lesson plans, and instructional strategies. The same data analyses will be used to facilitate teacher collaboration and team planning as some reports can be used to facilitate identification of best practices. The results will also be used to assist in determining future staff development activities.

(ii) Please explain how the school will continually communicate with parents and students about academic achievement and progress

(ii) Passages believes in strong communication between the school, students and parents. There are many ways academic achievement and progress are conveyed to our families. Some the ways include:

* Mandatory parent/teacher conferences in both fall/spring. At fall conferences parents are given a copy of their child’s fall baseline NWEA score. The report is discussed with the parent and at this time parents are made aware of their child’s NWEA goal for the year and what strategies will help increase the chance a student will meet their target. At spring conferences the goals are reviewed and there is further discussion about the student’s progress (or lack thereof) and what both the school and the parents can do to ensure a child’s continued success.
* NWEA/RTI Training for New Parents. Parents that are new to the school have the option of attending an NWEA and RTI (Response to Intervention) training where NWEA testing and reporting is discussed along with the process of RTI and the different tiers that students move through before being referred for Special Education testing.
* All homeroom teachers are required to contact every child’s parents once a month to discuss academic progress and relay any other pertinent information to parents through this monthly contact.
* We use our Passages website to further inform parents of upcoming academic issues like NWEA testing, ISAT testing, Report Card/Progress Reports, Common Core Standards and any other academic information that parents should know.

**2.4 Curriculum and Instruction**

**a. Curriculum:** (i) Provide a brief description of the proposed curricula and supporting materials for each subject and outline the rationale for curriculum development or selection decisions. How will the proposed curricula further the mission of the school?

(i) The curriculum of the high school is based on the research of a number of organizations: The American Diploma Project, The Southern Regional Education Board’s High Schools That Work, The Center for Research and Teaching at the University of Michigan, The Illinois Problem-Based Learning Network of the Illinois Math and Science Academy, The Connections Project at Illinois State University, the twenty year research project of the College of William and Mary entitled What Works which has reviewed models and structure for successful PBL, and The Ed Option Online Academy which offers a large selection of core and elective courses for high schools students.

College readiness is at the crux of the high school curriculum and educational design. College readiness will be achieved essentially by organizing and structuring the school as close to college as possible. The rigor of the curriculum, the emphasis on effective reading and analysis, the commitment to inquiry-problem based learning, the focus on research and extensive writing, the utilization of team-teaching and models mixing lecture with small group seminars and independent study and on-line learning will prepare and emulate those approaches used by the best of our colleges and universities.

Specifically the key components of this model will include:

* 1. Team-Teaching and Interdisciplinary Studies
  2. Extensive small group seminar student instruction
  3. Structured and monitored independent study
  4. A problem-based curriculum
  5. On-line learning through Massive Open Online Course (MOOC), an online course aimed at large-scale interactive participation and open access via the web. MOOC courses are taught by professors from prestigious universities like Harvard, University of North Carolina, and University of Wisconsin-Madison.
  6. Global Studies program that prepares students to actively engage in critical global issues that is authentic. The Global Studies curriculum will develop skills that foster global perspectives, tolerance, creativity, and flexibility. Students will gain awareness of global dynamics, human choices, and environmental implications. To provide support for our teachers, we will partner with University of Illinois at Urbana's Center for Global Studies. U of I's Center for Global Studies develops teaching resources, professional training opportunities, and public programs in global studies for researchers, educators, students, business leaders, media, governmental agencies, civic organizations, and all members of the public. Using the Problem and Project Based Learning approach, teachers and students will work collaboratively to prepare an end of the year culminating project that discusses the key concepts of the Global Studies program***. (Please see Attachment 9 for Global Studies Curriculum Map)*** Extensive four year research and writing
  7. Strong emphasis on higher order thinking through extensive reading, writing, and oral presentations
  8. Dual credit opportunities with community colleges
  9. The extensive utilization of professionals as adjunct and part-time instructors for school elective courses.
  10. Strong counseling and Career exploration support
  11. A college-model schedule including:
      1. Classes for various lengths of time offered in sequences other than M-F set periods
      2. Late afternoon and select Saturday offerings
      3. Extensive opportunities for mentored independent study
      4. A semester system schedule of classes and examinations
  12. A re-defined role for the high school teacher as instructor in a discipline, as a structured mentor to a core group of students, and as a developer of Problem-Based Learning curriculum
  13. A Collaborative Teaching/Learning approach through extensive use of the Paideia Teaching strategies
  14. A Career Cluster option for students as elective courses
  15. A structured service-learning and internship program for all students
  16. Where appropriate, the matching of students with instructors who have similar “learning styles” (This is a reference to the work of Howard Gardner and his exploration of multiple intelligences)

The flexible schedule of classes, the division of the school year into a semester system, the choice of honors and AP courses and dual credit opportunities with colleges, the early preparation of students for the SAT and ACT college entrance exams will all create an environment and atmosphere which is more collegiate than the overwhelming majority of American high schools today. The number of electives taught by outside professionals and practitioners as well as college instructors will prepare students for what college is really like. The option students have to focus on a career cluster will allow them to understand a field which they may choose to follow in their college years

The curriculum of the high school is one that is built on the recommendation of the *High Schools That Work* and the *American Diploma Project*. The centerpiece of *HSTW* is a challenging curriculum that focuses on preparing high school students for further education and the workplace.

(ii) 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.

(ii) ***The HSTW-recommended curriculum***

The centerpiece of *HSTW* is a challenging curriculum that focuses on preparing high school students for further education and the workplace. To complete the recommended curriculum, each student takes the following:

* At least four English courses, with the content and performance standards of college-preparatory English that emphasize reading, writing and presentation skills. Students should read the equivalent of eight books annually, write short papers weekly and write one or more research papers annually. Students revise work until it meets standards.

* At least four mathematics courses including, Algebra I, geometry, Algebra II and a fourth higher-level mathematics course or a specially-developed mathematics course designed to prepare students for postsecondary studies so they can avoid remedial college mathematics.
  + Students completing Algebra I in grade eight will be required to complete four additional years of mathematics.
  + Students take mathematics their senior year.

* At least three college-preparatory science courses — biology, chemistry, physics or applied physics, or anatomy/physiology. Students conduct lab experiments and investigative studies; read, critique and discuss three to five books or equivalent articles about scientists, scientific discoveries and how science is used in the real world; keep lab notebooks; make presentations; and complete research projects and written reports. Students design and conduct group or individual projects. *HSTW* recommends that schools using block schedules require four years of science.

* At least three college-preparatory social studies courses emphasizing reading and writing to learn. Students will read five to eight books or equivalent articles, write weekly, make presentations, complete research projects, and prepare at least one major research paper in each course.

* At least one computer course or demonstrated proficiency in computer technology beyond simple keyboarding

(This course should be taken early in high school so that students will be able to use computer-based technical skills in other classes.)

* At least four courses in a concentration. Each student will have a choice from among at least four career/technical concentrations at school sites, work sites, career/technical centers, postsecondary institutions; and a choice of two academic concentrations, such as mathematics/science and humanities. Each academic concentration will include one or two Advanced Placement (AP), International Baccalaureate (IB) or dual-credit courses. School leaders need to:

* + A humanities concentration includes four or more credits in college-preparatory/honors English and in college-preparatory/honors social studies, with at least one credit at the AP level, and four additional credits in one or more of the humanities, such as foreign language, fine arts or additional literature and social studies courses; or
  + A concentration in mathematics and science includes a minimum of four credits each in college preparatory/honors mathematics and science including at least one at the AP level.
  + A career/technical concentration includes at least four career/technical courses — embedded with literacy and mathematics skills and real-world projects — in a sequence leading to an employer certification, an associate’s degree or a bachelor’s degree.

***Research-based evidence for the success of HSTW***

Students who complete the HSTW-recommended academic core and either an academic or career/technical concentration have higher mean reading, mathematics and science achievement scores than students who do not meet either or both conditions. Students are more likely to have mean scores at the Basic and Proficient levels than students who do not complete such a core and concentration.5 Students are more likely to take the HSTW-recommended curriculum at schools that have more deeply implemented the HSTW design.

Students have significantly higher achievement in mathematics, reading and science at high schools that have more deeply implemented the HSTW design than do similar students at schools that have not, regardless of students’ ethnicity or level of parents’ education. Using student and faculty survey data from the 2002 HSTW Assessment, HSTW identified 50 school sites that have more fully implemented the HSTW design and compared student achievement at those sites with that of students at 50 other schools with low-level implementation. The findings are presented in the HSTW publication, High School Reform Works — When Implemented: A Comparative Study of High- and Low-implementation Schools, available at [www.sreb.org](http://www.sreb.org). Among the findings:

* African-American students at high-implementation schools, compared to those at low-implementation schools, were 20 percent more likely to meet the *HSTW* reading goal (279)6 and 23 percent more likely to meet the *HSTW* mathematics goal (297).7 White students at high-implementation schools, compared to those at low implementation schools, were 15 percent more likely to meet the *HSTW* reading goal and 13 percent more likely to meet the *HSTW* mathematics goal.
* Both African-American and white students at high-implementation schools, when compared to African- American and white students at low-implementation schools, were 12 percent more likely to meet the *HSTW* goal in science (299).

The study shows that course-taking patterns matter. Taking at least a semester of algebra in the middle grades and four years of rigorous mathematics courses in high school translates into higher achievement in mathematics for all students. When African-American students take algebra in the middle grades and four years of higher-level mathematics in high school, significantly more perform at the Basic and Proficient level on a NAEP-referenced exam.

(iii) Explain how teachers will know what to teach and when to teach it; include the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.)

(iii) The school's curriculum maps (see attachment 11) will guide the teachers' instructional planning. The curriculum maps which will inform the teachers what content to teach and when to teach it.

(iv) Describe the curriculum development and revision processes by which school leaders and teachers will evaluate and revise the

(iv) The curriculum development and revision processes by which school leaders and teachers will evaluate and revise the curriculum is as follows:

  a. curriculum evaluation will be conducted at the end of each school year

b. school leaders and teachers will analyze formative and summative  data to determine the curriculum's efficacy

c. school leaders and teachers will examine the relevance of the curriculum materials; is the curriculum aligned with the current college and career readiness standards

d. all curriculum adjustments and modifications will be conducted prior to the last day of school; this will give the school and the teachers ample time to prepare for the following school year.

If planning to implement Professional Learning Communities or other regular teacher meetings to analyze and discuss student data, please specify the frequency of the meetings, who is responsible for convening and overseeing the meetings, and whether there are agenda and protocols to structure the meeting. Any regular meetings should be reflected in in the school calendar and schedules provided in ***Section 2.4.d. School Calendar/Schedule***.

***(Please see attachment 14, question “d” of this section for School Calendar/Schedule)***

***(Please see attachment 10 for course scope and sequence)***

***(Please see attachment 11 for curriculum map)***

***(Please see attachment 12 for Curricula and Professional Development timeline)***

**b. Instructional Strategies:** (i) Describe the instructional strategies that will be implemented at your school to support the education plan, including approaches to classroom management, checks for understanding, etc. Explain how the proposed instructional strategies support the proposed mission, vision, and educational philosophy of the school.

The instructional strategies to be employed at the AHSPCP are designed to address a number of points central to our rationale and mission for proposing the school. The “AQS 6” is comprised of six philosophical principles and six instructional implementation strategies we believe characterize what students need and must possess in our 21st century global environment:

****

**“AQS 6” Philosophical Principles**:

**RELEVANCE** must be incorporated into instruction, offering students an understanding of how academics relate to the world around them. **RIGOR** is essential to ensure college- and career-readiness skills. **ENGAGEMENT** through place-based and play-based learning is central to our instructional program, as student engagement and motivation is key to achievement. **CHOICES** through problem-based learning enable students to have input in what they need to succeed in school; our philosophy is to offer students opportunities to learn in different settings and in varying learning styles. We also strongly believe in the need for **CHARACTER** building in students. Lastly, we expect students to achieve certain **COMPETENCIES** prior to entering high school. Our “competencies” approach is based on research by Harvard educator Tony Wagner who lists four essential competencies: competencies for lifelong learning, citizenship competencies, competencies for personal growth and health, and workplace competencies.

**“AQS 6” Instructional Implementation:**

****

**Discuss how teachers will use different methods of instruction to meet the needs of all students, highlighting the three areas below:**

**a. Assessing Student Needs:** Describe the anticipated performance levels and academic needs of the students you intend to serve. Discuss how the school will assess all students upon enrollment and how these assessments will inform instructional planning for the school year.

**b. Remediation:** Describe how your education program will identify and meet the needs of all students who require remediation, including those who are below grade level, through specific instructional strategies, programs, services, and supports. Describe the level of growth expected in student achievement from these programs. *Note: ‘Remediation strategies’ does not refer to services to support students with Special Education needs and students who are English Language Learners (ELL); the intent of this question is to describe supports for the underperforming general education population*.

**c. Accelerated Learning:** Describe how your education program will identify and meet the needs of accelerated students through specific programs, services, and supports. Describe the level of growth expected in student achievement from these programs.

**a. Assessing Student Needs:**

Freshmen and sophomore students will be given four key needs assessment evaluations as follows:

1) The NWEA Test – This computerized test will determine their base reading and math levels which will allow the school to develop an Individualized Education Plan for every single student in terms of basic skill needs.

2) The “Multiple Intelligence Assessment” based on Howard Gardner’s Theory of Multiple Intelligence - This assessment will allow us to determine which mode of learning is most likely to motivate the student to learn.

3) The Emotional Intelligence EI Assessment – This assessment, based on the research of Daniel Goleman, will give teachers and counselors some idea of the needs to be addressed in terms of the student’s capacity to relate successfully to others.

4) The Meyers-Briggs Type Inventory (MBTI) – This is a personality preference survey based on psychologist Carl Jung’s theory of personality typing. The premise of the test is that students process information differently as they work and communicate with others. In career exploration, understanding one’s own type can be very useful in determining what career path a student would be best suited to take.

These four instruments will allow school counselors and faculty mentors to create a comprehensive four year individualized student education plan and determine appropriate academic and social counseling or academic remediation if needed.

**b. Remediation:**

Remediation may take the following forms if required:

1) Academic – Students who are not performing at grade level or at the level of their potential will receive academic counseling and specifically tailored academic help. This help may take the form of tutoring, small group instruction, independent faculty supervised study, or on-line instruction.

2) Social/Emotional – Here school counselors will develop strategies, activities and programs to assist students in dealing with and overcoming social/emotional issues which may be impeding their ability to be successful in school.

**c. Accelerated Learning:**

The AHSPCP will address the opportunities for accelerated learning in a number of ways:

1) Honors and Advanced Placement Classes – Honors classes will be offered in core subjects in each of the four year sequence. AP courses in core areas will be offered in the junior and senior year.

2) Independent Study – Students working with a faculty mentor can pursue a high-level project that may be beyond the interest or ability level of other students. The result can be a research paper, a concrete hands on project, a student developed video, etc.

3) Specialized Elective Classes – For example**,** a course on “Writing a Novel” or “Ancient Greek Tragedies in Translation” or utilizing the video–learning of Harvard Professor Michael Sandel on “Ethics.”

4) On-Line Learning – Certain classes will be available on-line, which may not have sufficient student enrollment, to offer a course such as Honors Economics or Honors Pre-Calculus are two examples.

5) Dual College Credit Available - Students at the upper grade levels will be able to enroll in community college courses and receive college and high school credits.

6) Exemption Options – In select cases, students at AHSPCP will be eligible to display proficiency in selected subjects by passing a series of tests both in the academic curriculum and in the competencies element of the curriculum as well. Students successfully establishing their proficiency in the tested area will be exempt from taking the class or completing a given activity but will receive full credit for their success.

7) Fast Track Graduation – The calendar for the AHSPCP will be structured on a semester system. (To be described below in Section 2.4d)The exceptionally gifted and ambitious student, by attending the school summer session per year for a period of three years will have earned enough credits to earn an early diploma and finish high school in less than 4 years and then begin a university program full-time.

(ii) Highlight evidence that the proposed instructional strategies are research-based and have been effective with students similar to those the school expects to serve.

(ii) The instructional strategies to be employed  are designed to address a number of points central to our rationale and mission for proposing the school:

A) **Problem-Based/Project-Based Learning/Case Studies**

The summaries of statistics regarding student interest, relevance, rigor, engagement and retention in high school are all clear signals that current practices are not working. Instruction strategies of problem-based and project-based learning achieve 3 key results according to the Illinois Math and Science Academy Problem-Based Learning Network.

1) It increases student motivation because students are actively engaged in an inquiry approach to learning and often doing it as part of a collaborative team

2) It makes learning relevant – The studies referenced earlier, all underscore the point that students express little interest in many high school courses because they see no connection to their lives today or in the future. When properly executed, PBL makes a direct connection of the problem to be addressed and solved to the real world of the student.

3) It Promotes Higher Order Thinking – PBL is the antithesis to the multiple-choice, fill-in the blanks, answer the questions at the end of the chapter teaching. It requires following a systematic process of problem identification, fact-finding, synthesis of results, creation of scenario options, and finally reaching definitive conclusions.

B) **The Case Study Approach**

It follows a similar approach of analysis as the PBL, but after the set of issues and facts, dilemmas are presented to the student who then must analyze those factors and reach some conclusions. Case study strategies are widely used in law schools and business schools and have been successfully implemented in AQS schools at the elementary and high school levels.

C) **The Paideia Strategies**

This approach consists of three key elements

1) Didactic – The traditional teacher centered approach lectures students about a given topic. This is a legitimate approach which in our proposed school would be utilized minimally. It does result in the transmission of key and important information, but is a passive activity on the part of the student and when overused results in student boredom.

2) Teacher Facilitated Coaching – This would be used more extensively in our school. The teacher would act as any coach does – not actually doing the activity, but rather giving guidance, direction and help to those who are actually involved in the activity. Here students working independently or in teams would be engaged in a PBL or case-study inquiry and the teacher would coach them toward finding solutions to the problem or case presented.

3) Socratic Discussion – Here the teacher conducts smaller group round table discussions of some problem or issue by constantly having the students think through, debate and think through again the issue by delivering a constant flow of, not answers, but rather questions. The teacher constantly questioning student dialogue and responses forces them to think broadly, re-consider facts and conclusions and finally attempt to determine an answer to the initial question posed by the teacher. This method, when done by a prepared and practiced teacher, stimulates the greatest level of higher order thinking.

D) **Independent Study**

We believe students need opportunities to enthusiastically investigate topics that are of interest and motivate them. Students at the school will seek out a faculty advisor for a particular project. Together they will formulate an independent study project plan and timeline for completion. The faculty advisor will help the student identify, clarify and formulate the topic or problem of the student’s interest and schedule to meet with the student at various intervals in the semester, but the project itself is done exclusively by the student. Such a process will also be offered to a team of students who express an interest in jointly pursuing some topic.

(iii) Describe any specific supports or requirements for implementing specific instructional strategies (e.g., co-teaching or aides, technology, physical space requirements, etc).

(iii) To implement the proposed instructional strategies with fidelity, the school will ensure that the following will occur:

* 1. teachers will be given department and grade team meeting times to collaborate and coordinate; the meeting times  will occur when students are attending seminars and independent studies.
  2. classroom furniture need to be movable to accommodate specific classroom arrangements for Paideia and Problem and Project-Based Learning
  3. the school will subscribe to an online library like Apollo or Ebscohost  to provide the students "peer-reviewed"  materials for their research
  4. teachers will attend professional development seminars, provided by AQS, to hone their skills
  5. the school's daily schedule will be flexible in order to accommodate the specific needs of each instructional strategies
  6. to support the full-time teaching staff, adjunct faculty will be used as expert advisers, mentors, and instructors.

**c. Specialized Instruction:** Articulate how the curriculum/educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities, students who are English Language Learners (ELL), and students who are homeless. Discuss how course scope and sequence, daily schedule, staffing plans, instructional strategies, and available student supports will be flexible and adjusted to support these student populations. Answers to the following questions should specifically discuss unique and supplemental ways for serving these populations and should not simply restate the CPS policies regarding specialized populations.

Students receiving special services will be taught by qualified and trained staff. The goal of serving the special needs population is to ensure the LRE (Least Restrictive Environment) for each student. Therefore, students will be fully included in the classroom whenever possible, but extra instruction will also be available in the resource room, according to needs cited in the student’s IEP (Individual Education Plan). AHS Passages College Prep will partner with local professionals to deliver additional specialized services such as speech, occupational or physical therapy and psychological testing services as needed.

AHSPCP will work in accordance with the rules and regulations of the IDEA (Individuals with Disabilities Education Act) as well as Illinois state law. Teachers must be highly qualified and licensed in special education in the state of Illinois. Assistance for the special education staff is given by the AQS Coordinator of Special Education, along with an educational legal counsel who oversees compliance of special education mandates. Special education teachers are kept abreast of knowledge in the field through ongoing professional development. This PD is offered by the Coordinator of Special Education, or other AQS team members who are qualified in the topic area. PD is offered in areas including, but not limited to, the use of IEP’s, developing transition goals, developing appropriate goals, progress monitoring, and tracking service minutes.

**i.** Explain how the proposed school will identify and meet the needs of students with disabilities, including curricula and instructional programs/practices to accommodate this group.

(i) We will identify students needing special education services using one of the following procedures:

1. On the application for enrollment, it is asked if the student currently receives special education instruction at his/her current school. If the application states special education has been previously provided, we will contact the student’s previous school to receive a copy of the IEP.

2. Both the general education and special education staff will be trained to identify students with potential special needs. If a teacher believes a student may be in need of special education, but the student does not have a current IEP, the matter will be referred to the team leader. If there was an unreported IEP for that student, we will hold a case conference in accordance with Illinois state law within 10 days of notice of special education services.

3. NWEA scores, as well as other classroom assessments are used with all students (special needs and at risk) to determine whether they may be in need of RTI (Response to Intervention). This is the first step to determining if a student needs special education services. Once in the RTI system, students will move on to receive special education, if warranted, through the following process:

* If there is no previous IEP, the RTI team will meet and move forward as determined by the team. This team may include parents, teachers, team leaders, case managers, social workers and the school nurse. They may suggest plans, modifications and accommodations for the student to be successful in the classroom.
* Progress is carefully documented on the Student Progress Chart.
* The team will reconvene to assess the student’s progress generally 4 to 6 weeks after the intervention strategies have been implemented to determine whether they are effective. They will assess outcomes and determine how to move forward. No more than 10 weeks from the beginning of the intervention, and after careful consideration of all attempts made at differing intervention strategies, the RTI team may refer the student for special education testing. The parent will be invited to a meeting where the RTI results will be discussed. The school will then ask for the parent’s permission to test the student for specific areas in special education.
* After no more than 10 weeks from the beginning of the intervention, and careful consideration with several attempts at differing intervention strategies, the RTI team may refer the student for special education testing. The parent will be invited to a meeting where the RTI results will be discussed. The school will then ask for the parent’s permission to test the student for specific areas in special education.

By analyzing the data from the Student Progress Chart, one of three decisions may be made:

1. If the Progress chart shows continued improvement and the strategy works in the classroom with the usual classroom supports, the teacher will continue the strategy.

2. If the chart shows little or no improvement, but the teacher did not implement the strategy as planned, the team will consider whether additional intervention is needed, or if a referral for an individual evaluation would be more beneficial for the student.

3. If the chart shows little or no improvement and the teacher did implement the strategy as planned, the student will be referred for a full and individual evaluation.

**ii.** Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to homelessness, low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.

(ii) To ensure student success for our specialized population, AHS Passages College Prep will always employ the same evidence-based instructional strategies used with the general population, coupled with RTI strategies devised by the student’s general education and special education teachers. Accommodations and modifications will be provided as specified in the student’s IEP to ensure the student makes progress toward and ultimately achieves the goals identified in their IEP.

Typically, accommodations can be integrated into the instructional program in the following four ways:

1**. Lesson presentation:** Students who are easily distracted benefit from active involvement during instruction.

2. **Length of material:** Accommodations that modify length of materials will be designed to help students who work at a slow pace, who have difficulty organizing their work, or who become easily frustrated finish their work and stay on task. This is not to say that teachers should unnecessarily shorten assignments. Rather, they should find ways to cover the material in modified ways.

3. **Physical arrangement:** Sometimes the physical environment may need to be modified to accommodate students learning needs. For example, students who are easily distracted or who lack motivation may need help focusing on the task when there are competing stimuli in the classroom. Students with sensory difficulties also may need accommodations that help them focus attention - e.g., seat students with auditory difficulties in full view of the speaker, seat students with visual difficulties where they can see presentations.

4. **Work assignments:** Students with organizational difficulties, as well as those who are easily distracted, often need accommodations on work assignments. They may need help focusing on critical information, beginning and completing assignments, and organizing their work.

Specific Examples of Instructional Accommodations can be found in the chart below:

|  |  |
| --- | --- |
| **STUDENT BEHAVIOR** | **ACCOMMODATION** |
| **VISUAL:**  **THE STUDENT HAS**  **DIFFICULTY**  **FOCUSING ON**  **WRITTEN**  **CLASSROOM**  **MATERIALS** | * **Cut apart worksheets.** * **Space items according to student needs.** * **Darken lines on paper and worksheets.** * **Use color codes.** * **Do not use pictures or clip on worksheets.** * **Change color of worksheets.** * **Give verbal directions.** * **Maintain consistency of format on worksheets.** * **Give students a personal copy of what is being shown on the overhead or chalkboard.** * **Have the student use a picture window or a card to hold the place on a line.** * **Have the student sit in clear view of the speaker.** * **Have the student use a magnifier.** |
| **AUDITORY:**  **THE STUDENT HAS DIFFICULTY**  **HEARING OR UNDERSTANDING**  **VERBAL INFORMATION** | * **Seat students where they can hear best.** * **Use hand signals with direction words.** * **Provide visual clues when giving direction.** * **Provide written directions.** * **Keep directions short and simple.** * **Summarize key points during lessons.** * **Have the student face the speaker.** * **Have the student repeat information back to the speaker.** |
| **ORGANIZATION:**  **THE STUDENT HAS DIFFICULTY**  **ORGANIZING HIMSELF OR**  **HERSELF FOR A TASK.** | * **Color code materials by subject.** * **Provide folders or areas of the room for students to put their finished and not finished work.** * **Provide time in the day for organization.** * **Establish procedures in class with visual cues or hand signals.** * **Limit the number of assignments at a time.** * **Specify needed materials at the start of a task.** * **Use advance organizers.** * **Set a time limit and use a timer.** * **Have the students keep a homework log and assignment book.** * **Have the student use a checklist kept on the desk, in a folder, or in a cubby.** |
| **FINE MOTOR:**  **THE STUDENT HAS DIFFICULTY WITH**  **FINE MOTOR SKILLS WHILE**  **COMPLETING PAPER-AND-PENCIL TASKS.** | * **Prepare precut materials.** * **Have students practice larger motor tasks.** * **Use appropriately sized pencils and written materials. Adjust paper size and answer spaces.** * **Provide dotted line to trace.** * **Encourage the student to use supplementary aides as appropriate, such as pencil grips, specialized non-grip scissors, a paper grip, clipboard, large key calculator, glue sticks, or computer.** * **Provide paper with raised lines** |

In most cases, students will need to be taught how to use the chosen modification. However it is important to note that most teachers find that, although they introduced one or more accommodations to support a student or small group of students, ultimately the changes resulted in enhanced learning and participation for many students. In fact, many teachers routinely embed in their large-group instruction accommodations that they originally selected for use with a particular student.

**iii.** Explain how the proposed school will identify and meet the needs of ELL students, including curricula and instructional programs/practices to accommodate this group.

(iii) ELL students will be accommodated using the SIOP (Sheltered Instruction Observation Protocol) Model. This model is a research-based instructional model that has already had great success at the AQS-Passages Elementary School, meeting the multi-lingual needs of the refugee-based population, where currently over 25 languages are spoken at the school. SIOP is based on eight interrelated components:

* + Lesson Preparation
  + Building Background
  + Comprehensible Input
  + Strategies
  + Interaction
  + Practice/Application
  + Lesson Delivery
  + Review/Assessment

Using this combination of components enables all teachers to design lessons in the regular classroom that meet the specialized academic needs of the ELL population.

Based on a student’s ACCESS score, it is determined whether he/she can effectively be mainstreamed, or needs resource room time, using the SIOP model. ALL teachers in the school receive mandatory training on the Model. SIOP strategies are used both in the resource room as well as in the regular classroom.

Additional provisions for at risk students include free transportation support (bus cards), and waiving of student and/or uniform fees. AHS Passages College Prep, in accordance with federal requirements and Title IV of the Civil Rights Act, will not exclude students on the grounds of race, color, national origin, or deny them benefits of any program or activity.

***(Please see attachment 13 for ISBE Certificate)***

**d. School Calendar/Schedule:** (i) Describe how innovations in the proposed school calendar and daily schedule will be utilized and how they will enhance student achievement. *Note: If proposing a longer school day/year, please describe how your team has budgeted for overtime pay for faculty and staff, as appropriate.* (iii) Describe how a typical student’s day will be structured.

(i and iii) The AHSPCPA will follow a semester schedule. These dates will be:

Semester I – August 18, 2014 – December 19, 2014

Semester II – January 5, 2015 – June 12, 2015

The school year will have 192 instructional days. Like a college academic calendar, Finals for

both semesters will be given the last week before break. In addition, Semester II is 10 days l

longer than Semester I to adjust for the required testing times and to provide additional time for students to prepare for their Global Studies year-end projects.

The daily schedule for freshmen and sophomores is the same. Freshmen and sophomores will follow a modified traditional high school schedule. It is traditional in the sense that it is structured as a seven period day. It is modified in the sense that classes are one-hour in length and follow a M-W-F and double period Tu-Th schedule. Certain classes are held for the three days per week offering and others classes and activities are held on the Tuesday/Thursday sequence. Freshmen and Sophomores, because of their maturity levels and the transition phase they experience from elementary to high school, need a more structured routine but one that is not so structured and repetitive that it leads to boredom in the classroom.

The daily schedule for juniors and seniors reflects their increased maturity and our belief that “choice” and learning initiative must be a part of the secondary school experience. The junior/senior schedule is a college-model schedule. Students, in consultation with counselors, will choose classes of interest to them, while ensuring that they have the required state credits for graduation. Classes are offered at different times and in different sequence as they are at the college level. Thus, some are on a M-W-F schedule, some offered on Tu-Th, others in late afternoon and a select few on Saturdays as well. We believe such a schedule does a number of important things for the student:

1. It sends a message to the student that the school recognizes their increasing maturity and seeks to trust them as adults.

2. It gives students the responsibility to think carefully about what they want to take and offers them choices.

3. It prepares them for the schedule they will encounter at the collegiate level.

4. It allows for flexibility in the school day and week so that the student can more fully engage in service learning projects, school administered internships, dual credit attendance in classes at a community college, and outside employment opportunities.

**Following is the curriculum schedule for freshmen, sophomores, juniors and seniors:**

**A DIFFERENTIATED SCHEDULE**

The class scheduling will be different for freshmen and sophomores as opposed to junior and senior students:

**FOR FRESHMEN/SOPHOMORE**

**These**

**Are**

**M W F**

**Time**

**Schedules**

**Home Room 8:00 – 8:25**

**Period 1 8:30 – 9:30**

**Period 2 9:35 – 10:35**

**Period 3 11:40 – 12:40 (also lunch period A)**

**Period 4 12:45 – 1:45 (also lunch period B)**

**Period 5 1:50 – 2:50**

**Period 6 2:55 – 3:55**

**Period 7 4:00 – 5:00 (some classes can be scheduled here, but this time is also available for various extra-curricular activities & seminar classes)**

**Tuesday/Thursday Schedules are double periods of 120 minutes**

Teachers teaching on these days can be full-time teachers who fulfill the tasks described above on their non-teaching days or part-time or “adjunct” faculty

**THE JUNIOR/SENIOR SCHEDULE**

The M-W-F schedule will be the same time frames as the freshmen/sophomores schedule identified earlier. The Tu–Th schedule of times will also be the same.

The big difference in the junior/senior years will be:

1) Students will choose the classes they desire while fulfilling all state requirements

2) There will be a larger selection of late afternoon classes to accommodate “job-shadowing” options, late arrival students, and dual credit options with colleges and internships.

3) There will be an offering of Saturday classes so as to further accommodate student activities and the items specified above.

Students will also have the opportunities to request a particular class or a particular topic to be offered at the school. Students wishing to pursue this option must take the initiative to do two things:

1. Identify a faculty member with the credentials and interest to teach the class.

2. Insure that a minimum of fifteen students in the school will enroll in the class at the time the instructor offers the class.

The school policy will be that all non-required elective classes must enroll a minimum of fifteen students before this class can be offered. The schedule will also allow for independent study by students and the completion of on-line classes which can be done on the student’s own time frame.

The Summer session classes will follow a different schedule with classes meeting for a longer period of time.

Some Classes will be offered in the following ways:

A) M-T-W-TH Classes meet four days per week for 90minutes

B) M/W or TU/TH Classes meet two times per week for three hours each

time during the day

C) M/W or TU/TH Classes meet two times per week for three hours each

evening from 4pm to 7pm.

We believe this schedule will also give students the time and opportunity to engage in employment in the summer months.

(ii) Describe how a typical teacher’s days will be structured, explicitly explaining times devoted to the core teaching assignments, planning, and other activities as applicable (such as before or after school electives, remediation, lunch duty, advisory group, etc.).

(ii) Teachers teach four or five periods per day. Other time used for student mentoring, class planning, interdisciplinary co-ordination, curriculum development, or co-ordination of part-time or “adjunct” faculty. All teachers will be required to have an advisory group. This advisory group will meet everyday during homeroom. On a monthly rotational schedule, teachers will be assigned to monitor the lunchroom, the morning entrance doors, and the afternoon dismissal doors.

***(Please see attachment 14 for Proposed School Calendar)***

***(Please see section above for sample student and teacher typical week schedule)***

**2.5 Talent Management**

**a. Recruitment and Staffing:** (i) Discuss the rationale for the proposed staffing numbers and structure outlined in the attached five-year school staffing model and organizational chart and cite teacher-student ratios for each type of teaching position. Describe the roles and responsibilities of each of the instructional and non-instructional positions listed in the attached school-level organizational chart. These descriptions should align with the attached job descriptions.

(i)The enrollment number is currently driven by the physical facility in which the secondary school will be house. The maximum enrollment, when fully enrolled with freshman through senior students will be 240 students. By enlarging class sized by one or two students an enrollment of 250 students in possible.

The first year of operation the school will admit only incoming freshman of 60 students. Each subsequent year will enroll 60 additional students until the full grades of freshman – senior reaches 240 students. Thus the first year staffing numbers are small.

1 –Principal, 1 – Admin Assistant, 1 – Counselor/Social Worker, 1 – Part-time Special Education Teacher, 1 – Social Studies Teacher, 1 – Language Arts Teacher, 1 – Math Teacher, 1 – Science Teacher, 1 – PT Foreign Language Teacher, 1 – Tech Person. 1- Dean

The student-teacher ratio will range for a low 20 students to a high of 25 students. Students will also have small group seminars of 8-10 students.

Non-Instructional positions – First Year

1. Principal – Chief School Administration
2. Admin Assistant – Assist principal on reports, correspondence, class scheduling
3. Counselor or Social Worker – work with students on social-emotional concerns
4. Tech Person – Oversee all aspects of technology

Instructional Positions –

All Classroom Teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| **High School Staff** |  |  |  |  |  |
| Principals | x | x | x | x | x |
| Assistant Principals |  |  |  |  |  |
| Deans | 1 | 1 | 2 | 2 |  |
| Add’l School Leadership Position 1 |  |  |  |  |  |
| [please specify] |  |  |  |  |  |
| Add’l School Leadership Position 2 |  |  |  |  |  |
| [please specify] |  |  |  |  |  |
| Add’l School Leadership Position 3 |  |  |  |  |  |
| [please specify] |  |  |  |  |  |
| Classroom Teachers (Core Subjects) | 4 | 6 | 9 | 12 | 12 |
| Classroom Teachers (Specials) PT | 1PT | 1 | 1FT 1PT | 2FT | 6 |
| Student Support Position 1 [e.g., Social Worker] | 1 |  |  |  |  |
| Student Support Position 2 [please specify] |  |  |  |  |  |
| Specialized School Staff 1 [please specify] | Spec ED 1PT |  |  |  |  |
| Specialized School Staff 2 [please specify] | 1 Tech | 1 | 1 | 1 | 1 |
| Teacher Aides and Assistants |  |  |  |  |  |
| School Operations Support Staff | 1 | 1 | 1 | 1 | 1 |
| Total FTEs at high schools |  |  |  |  |  |

(ii) Describe your Design Team’s strategy, process, and timeline for recruiting and hiring the proposed school’s teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support your school design. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines.

(ii) The process of hiring the initial teaching staff will begin immediately upon approval of the charter application. This process will involve:

1. Attendance at available teacher fairs
2. Contacts with local university teacher – training institutions
3. Work jointly with IMSA to recruit teachers trained in problem-based learning
4. Contact with local ethnic organizations to recruit a globally diverse teaching staff.

The recruitment process will begin in the first week of January 2014 with a target date for completion of hires on May 1, 2014.

The screening process utilized by AQS involves a 5-step process:

1. Personal interview
2. Multiple Intelligence and Emotional Intelligence Screening
3. Demonstrative teaching by applicant
4. Check of applicants references, and college transcript
5. Criminal background check

All administrative, teaching and support personnel will be hired prior to the end of the 2013-2014 academic year. This will allow ample time for preparations of the high school, the purchase of needed materials and professional development which will be required of all teachers in August, 2014.

(iii) 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.

(iii) Schools managed by American Quality Schools have no salary schedule. Beginning teachers are hired at the $40 – 45,000 range. We operate on market demand principle; for example teachers in subjects that have fewer candidates such as math, chemistry, physics, special education are hired at a salary above that stated above. In additions AQS operates on a performance based compensation system. Thus in a given year different employees may receive different raise percentages, and those with the highest evaluations receive an additional financial bonus.

The experience of AQS, for over 15years, has been that our performance-based system has widespread acceptance and approval by the faculty and also serves as a process whereby only those individuals who deserve to be recognized and rewarded for their work remain with the organization. Even though AQS schools do not possess the resources to match higher salaries available in non-charter public schools, AQS has had little difficulty in recruiting high-caliber candidates.

**Staffing model Chart – After 4 years of operation**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |
| **Principal**  **Administrative Assistant**  **Assistant Principal -**  **Student Services**  **Assistant Principal -**  **Curriculum & Instruction**  **Social Worker/**  **Special**  **Education**  **Counselors**  **Director -**  **Electives & Adjunct Faculty**  **Social**  **Studies**  **Language**  **Arts**  **Math**  **Science**  **Director -**  **Student Recruitment, Service Learning & Internships**  **English**   |  | | --- | |  | |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  | **Director -**  **Athletics &**  **Extra-Curricular** |  |  |  |
| **Coordinator -Class Scheduling** |  |  |  |  |  |  |  |  |  |  |
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* + - Attach a school staffing model that lists all instructional and non-instructional staff positions over the school’s first five years of operation that clearly reflects the school’s proposed growth strategy. *(Note: Please see p. 21 of the Answer Manual for a sample School Staffing Chart.)* **See (i) of this section**
    - Attach a school-level organizational chart that presents the lines of authority and reporting within the school and clearly delineates the roles and responsibilities of staff members over the school’s first five years of operation. **See (ii) of this section**

Attach comprehensive job descriptions for all instructional and non-instructional positions listed in the staffing plan.

**(*Please See Attachment 8 for job descriptions, cross referenced with section 2.2c)***

Attach resumes for any identified candidates not serving on the Design Team; all resumes should be clearly labeled with the positions in which these candidates are proposed to serve. **N/A**

**b. Professional Development:** (i) 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 driving and facilitating PD opportunities. Identify opportunities for teacher collaboration and mentorship.

(i) The AQS Passages High School proposal is founded on one key premise: That the single most important element in the success of any school is the commitment, compassion, and quality of the teaching staff. That foundation of this quality employment of individuals as classroom high school teachers who are solidly prepared in the subject matter which they teach, skilled in the variety of teaching strategies that effectively engage students, and are as equally committed to the fact that they are teaching students and not only subject matter. Thus the professional development of individuals in the school must include not only teachers, but student services personnel, as well as administrators.

The first step in our professional plan must be the gathering of pertinent data on key topics and questions which will then lead us to the formation of a professional development program best suited to the student’s needs and to the unique high school model we are proposing. Elementary school and high school assessment data will allow us to address key questions such as:

1. How well or how poorly are our students doing in the progress toward achieving the school goals listed in section 2.1 of this proposal.

2. These assessments and data collection must be done in both the academic area goals as well as in the human development and competency goals we have identified.

3. The above data, teacher and staff input, and on-going classroom observation and assessment will provide the overall plan for professional development.

4. The professional development process must also support the achievement of some of the unique aspects and structures of the school. For example, faculty must be given information, strategies and guidance in:

a. How to mentor students

b. How to organize and deliver effective team-teaching and interdisciplinary teaching

c. How to effective utilize the three key aspects of the Paideia Teaching approach:

- The Didactic (Lecture)

- Coaching

- The Socratic Seminar

5. How to effectively utilize and integrate technology in the classroom

6. How to analyze assessment data and utilized that data to increase student academic outcomes

7. How to effectively guide and supervise student research writing and independent study

8. How to work with students who are utilizing on-line classes

9. How counselors and social workers can best assist students in the many social and emotional issues associated with adolescents

10. How school administrators can be fair, effective, and communicative managers of the school organization

11. How teachers can keep abreast of the latest content and teaching strategy trends and developments in their subject-matter content areas

12. How to create a problem-based/project-based learning classroom

13. Creating a syllabus for academic classes

14. How best to employ classroom management strategies

15. How can we create instruments to assess the school “competencies” requirements

All part-time and/or teaching assistants, as a condition of employment, will be required to attend a specific number of professional development sessions. All will be required to attend a special summer PD session dealing with the basic elements of effective teaching and assessment with particular emphasis of the process of problem-based learning and student engagement

(ii) Describe how the PD topics will be identified and how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching and learning as well as school performance

(ii) These and other specific topics derived from data collection will be offered to faculty and staff. Professional Development sessions such as the examples above will be delivered in the following ways:

a) By AQS personnel from any of our network of schools who possess the specific knowledge required. Such programs are administered and delivered through the AQS PD program called “The AQS College”

b) By outside qualified educators

c) By on-line webinar

d) By attendance at specific seminars, programs, and conferences

e) By financially supporting school employees in the enrollment of for-credit courses and appropriate graduate degree program

f) By attendance at various professional developments offerings at the AQS “College”

The AQS College is an in-house professional development program available to any employee of an AQS managed school. The courses/sessions change regularly to fit the particular needs as they are identified. The PD sessions are held either at individual schools or at some central location accessible to more than one school.

The Professional Development plan is directed by the AQS Regional Academic officer in consultation with the school principal and the AQS Director of Special Projects, who has the responsibility to administer the “AQS College”

A decision to conduct or to design a specific teacher professional development must be data-driven. The data should be gathered from multiple evaluations that are specifically tailored to each individual professional development. These series of evaluations that are performed throughout the year will help verify whether the professional development met teacher expectation and whether teachers have learned the new information and have implemented them in their classrooms.

(iii) Describe the process for evaluating the efficacy of the PD.

(iii) An evaluation team will be assembled and it will comprise of school administrators and teacher volunteers. Each team member will be responsible for collecting and interpreting evaluation data. Once the data is compiled and organized, the evaluation team will report their analysis and findings to the staff. The team will elicit comments and suggestions from the staff. Using teacher comments and collected data, the team will decide whether a professional development program will be sustained or modified.

In order to ensure the value of every professional development, the evaluation development team must consciously address the following questions throughout the evaluation process:

***Implementation:***

1. Do the teachers think that their training prepared them to develop engaging lessons and activities?

2. Do the teachers feel their training was well linked to the common core standards?

3. What percentage teachers are more satisfied with the professional development than others? Why?

***Teacher Outcomes:***

4. Are unit plans and lesson plans prepared in high quality?

5. How did classroom practices change at the school?

***Assessments:***

7. How can test results be linked to professional development (i.e., what tests should be

used, and at what grades, with what degree of confidence can/should the link be made)?

To answer the questions posted above, the evaluation team will use multiple ways to collect data, the four data gathering methods enumerated below will be used predominantly.

1. **Surveys:** This will be done right after the initial professional development session, mid-way through implementation, and at the final implementation phase. These surveys will contain questions that will gauge teacher perceptions.
2. **Classroom Observations:** These classroom observations will be conducted multiple times throughout the year. An observation protocol will be created to ensure teachers that the sole purpose of the observation is data-gathering and that it will only focus on the classroom events that pertain to the professional development.
3. **Focus Group:** Like surveys, focus groups will be done at reasonable interval after the professional development has ended. These focus groups will weigh teacher insights on the efficacy of the professional development.
4. **Student Achievement:** An analysis of student formative and summative assessment results will be used to measure the impact of the professional development.

At the core of this evaluation method is the collecting and organizing of data. This data-driven system will promote changes to the program that will address the goals of the school. The summative evaluations that include open-ended and closed-ended questions along with classroom observations will provide useful evaluation data that will enable the staff development team to evaluate and to modify a professional development program objectively, comprehensively and effectively.

***(Please see attachment 15 for the AQS College Catalog)***

**c. Teacher Induction:** Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction. Include the number of hours/days of PD to be included in the induction program.

All teachers working at AHS Passages College Prep with less than 3 years of teaching experience will be required to participate in our New Teacher Induction program in addition to the typical professional development that is provided to all staff.  Our teacher induction program will include an orientation process designed to get staff acclimated to the academic and cultural expectations of AHS Passages College Prep as well as a mentoring component to ensure they have an opportunity to work closely with and learn from a mentor teacher.  Release time will be provided to ensure both the mentor teacher and mentee have time to observe, co-teach, and plan lessons together.  Additionally, new teachers will participate in monthly professional development activities designed to meet their needs individually and collectively.  These professional development activities will take place once per month for 3 hours per day for at least one calendar year.  After this time, teachers will be evaluated to determine if they need to continue the intensive support program of if they will be eligible to move to a mentoring only program. All teachers, both experienced and new to the profession are required to attend PD sessions at their school site, offered by the “AQS College”, the name given to the comprehensive AQS Professional Development delivery system.

***(Please see attachment 16 for Teacher Induction Plan)***

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

The AHS Passages College Prep will be what in the private sector is best known as a “Learning Organization.” The culture we seek to create is one of teacher involvement, input and collaboration in which all are engaged in an on-going quest to identify those aspects of the teaching-learning process which develop and enlarge the teachers’ knowledge and teaching capacity and which result in enthusiastic student engagement and measurable learning. We seek a culture where all employees of the school are truly colleagues who support, assist, share with one another and all are collectively engaged in creating a new successful model for secondary education. We believe the entire staff must believe that they are a part of a new educational frontier which is breaking new high school ground that, if they are all collectively successful, can be a model duplicated throughout the city and beyond.

Such a culture can be achieved by promoting policies and practices which demonstrate daily to faculty that they are respected not as employees, but rather as colleagues. Vehicles for these professional voices must be created and sustained. Key decisions must be made with their advice and input. Teachers must be rewarded and shown appreciation for their work. Such rewards must be both private and public and must be extrinsic and intrinsic. One, but only one, such vehicle will be a faculty/staff advisory council to the principal made up of representatives from the academic, student services and support staff personnel. This group will meet with the principal on a scheduled basis to voice concerns, make recommendations and formulate plans for the future. In addition each AQS managed school has faculty committees which work collaboratively on school projects and make recommendations to the school principal. An AQS faculty advisor committee to the AQS president meets on a scheduled basis to review current and future policies, educational initiatives, and to make recommendations.

Team-Teaching and interdisciplinary teaching opportunities will allow for faculty to move outside the too often isolated academic enclaves and plan together for unique and challenging classes for students.

* + - **e. Evaluation:** Discuss how school leadership will monitor and evaluate faculty and staff performance. Describe the processes, protocols, framework/criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching teachers. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. Specify who is responsible for overseeing these procedures.

The AHS Passages College Prep will follow the guidelines that are stated under PERA. AHSPCP's formal teacher evaluation system aligns to the Charlotte Danielson method of teacher evaluation. There are several components to the formal teacher evaluation including Instruction and Assessment, Classroom Management, Professional Attributes and Planning and Preparation. The persons primarily responsible for overseeing the evaluation process of faculty and staff are the school principal and Regional Academic Officer, and Assistant Principals. Adhering to the provisions of PERA, the evaluators have successfully completed the *Growth Through Learning Teacher Evaluation Training*.

The AHS Passages College Prep, like all AQS managed schools will operate on a performance-based evaluation system. The process has been used by AQS from its inception as an organization fifteen years ago with great success. The foundational philosophy of the evaluation process is that teachers must be evaluated in a multi-dimensional way. We do not subscribe to the position that the evaluation should be done solely or primarily on student test scores. Certainly student achievement is very important and must form a part of that teacher evaluation, but the sole and primary emphasis on such scores, without serious considerations of conditions which influence those scores, has resulted in teacher frustration, anxiety, sometimes dishonesty, and an exceptionally high number who choose to leave the profession.

The AQS model considers student academic growth but also considers other factors which constitute what a good teacher in the teaching “profession” should be. At the beginning of the year, teachers are given copies of the evaluation form which is used so that they have an early and clear understanding regarding those elements that are a part of their evaluation. Teacher evaluation is an on-going year long process. The school principal, the regional curriculum and instruction director, the department heads and the students themselves take part in the evaluation process. At the conclusion of each semester, the teacher will have a conference with the appropriate supervisor to assess teacher performance. The teacher will also do a self-evaluation for discussion with the supervisor. Thus, during the academic year, the teacher will have received feedback regarding their performance prior to the final full year evaluation which will take place at the conclusion of the second semester. Once again teachers will be able to self-evaluate and have an end-of-year conference with their supervisor for the final evaluation. This final evaluation will result in a determination of the percentage raise the individual will receive, if any, as well as the financial bonus amount, if earned.

***(Please see Attachment 17 for sample evaluation forms and a point/salary/bonus determination)***

**Section 3: Operational Capacity**

This section should clearly describe school operations and governance. If a management organization (MO) will be providing school management services, this section should clearly articulate all aspects of the relationship between the MO and the proposed school’s board. Responses should clearly provide evidence to demonstrate that the team can successfully open and manage a high-quality school. Responses should reference requested attachments as appropriate.

The design team for the AHS Passages College Prep high school has had extensive experience in the start-up, operation and governance of elementary and secondary schools. Specifically members of the team who have years of experience in high schools are:

1. Dr. Michael J Bakalis who has high school teaching experience as well as instructing future high school teachers at the university level

His extensive experience as a state, federal, and university administrator have taken him to high schools throughout the United States.

1. Dr. Thomas Haynes has worked throughout Illinois high schools as the Director of High Schools That Work project of Illinois State University.
2. Deb Gerdes & Michelle Kolar – both women work with high school teachers and students at the Illinois Math and Science Academy implementing problem-based and project-based learning strategies.
3. Christopher Austria – AQS Regional Academic Officer works regularly with high schools on curriculum, instruction, and assessment matters.
4. Dr. Gwen Adell – Chief Administrative Officer of The Thea Bowman High School in Gary, Indiana. This school is located in a low socioeconomic community with a 100% African-American enrollment and has notable success in its graduation and college acceptance rates.
5. Karen Hewitt – Outreach coordinator for the center for Global Studies at the University of Illinois in Urbana. Ms. Hewitt has worked with high schools throughout the state on curriculum and teacher training related to Global Studies.

**3.1. General Operations**

**a. Operational Plan, Goals, and Metrics:** Explain how non-academic services will be managed once your 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 (*sample goals and metrics tables can be found on pp. 24-25 of the Answer Manual*). Discuss how these metrics will be used to monitor progress and impact corrective actions. Identify who is responsible for overseeing progress.

American Quality Schools (AQS) is the management organization currently operating the Passages Elementary School and would continue in that capacity in the high school. Specific details of the responsibility and accountability of AQS to the school board are presented in section 3.3 of this proposal.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OPERATIONAL GOAL** | **RESPONSIBLE PERSON(S)** | **METRIC AND YEAR 1** | **METRIC**  **AND YEAR 2** | **METRIC**  **AND**  **YEAR 3** | **METRIC**  **AND**  **YEAR 4** | **METRIC**  **AND**  **YEAR 5** |
| **ENROLLMENT** | \*SCHOOL PRINCIPAL \*AQS CENTRAL OFFICE \*AHS | 60 FRESHMAN | 120 FRESHMAN & SOPHOMORE | 180 FRESHMAN, SOPHOMORE & JUNIOR | 240 FRESHMAN, SOPHOMORE, JUNIOR & SENIOR | 240 FRESHMAN, SOPHOMORE, JUNIOR & SENIOR |
| **FINANCIAL MANAGEMENT** | \*AQS VP OF FINANCE | BALANCED BUDGETS, REPORTS ON TIME | BALANCED BUDGETS, REPORTS ON TIME | BALANCED BUDGETS, REPORTS ON TIME | BALANCED BUDGETS, REPORTS ON TIME | BALANCED BUDGETS, REPORTS ON TIME |
| **STUDENT SUSPENSION RATE** | \*SCHOOL PRINCIPAL | 5% | 5% | 4% | 3% | 2% |
| **PAYROLL**  **SERVICES –**  **ON TIME PAYROLL** | \*AQS PAYROLL OFFICER | 100% | 100% | 100% | 100% | 100% |
| **STUDENT EXPULSION RATE** | \*SCHOOL PRINCIPAL | 0.05% | 0.05% | 0% | 0% | 0% |
| **HUMAN RESOURCES –**  **EFFICIENT PROCESSING OF EMPLOYEE PAPERWORK** | \*AQS HUMAN RESOURCES DEPT. | 90% | 95% | 100% | 100% | 100% |
| **IT SERVICES –**  **SEAMLESS FUNCTIOING & MAINTENANCE OF ALL TECHNOLOGY AT THE SCHOOL** | \*AQS IT DEPT AND SCHOOL TECH PERSON | 100% | 100% | 100% | 100% | 100% |
| **FACILITIES –**  **WELL MAINTAINED AND CLEAN BUILDING** | \*AQS DIRECTOR OF FACILITIES | 100% | 100% | 100% | 100% | 100% |
| **PURCHASING –**  **ACCURATE & TIMELY PROCESING & PAYMENT** | \*AQS PURCHASING OFFICER | 100% | 100% | 100% | 100% | 100% |
| **TEACHER RETENTION RATE (EXCLUDING MOVING, PREGNANCY, GRAD SCHOOL…)** | \*SCHOOL PRINCIPAL & AQS REGIONAL MANAGER | 88% | 90% | 90% | 93% | 95% |
| **% OF POSITIVE STUDENT EVALUATIONS OF SCHOOL EXPERIENCE** | \*AQS RESEARCH DEPT. | 85% | 90% | 95% | 95% | 98% |
| **% OF POSITIVE TEACHER EVALUATIONS OF SCHOOL EXPERIENCE** | \*AQS RESEARCH DEPT. | 90% | 90% | 95% | 96% | 98% |
| **% OF PARENT SATISFACTION WITH SCHOOL** | \*AQS RESEARCH DEPT. | 90% | 92% | 95% | 95% | 97% |
| **NUMBER OF STUDENTS ON WAITING LIST FOR ADMITTANCE TO SCHOOL** | \*SCHOOL PRINCIPAL & AQS MARKETING | NA | 50 | 100 | 150 | 200 |

At the end of each academic year a presentation of acquired data will be presented to the Passages board for review, discussion and formulation of plans or policies to meet goals and improve performance to achieve the next level goal. The school principal, in conjunction with AQS senior staff will prepare a plan for correction, improvement, or progress to the next level to the Passages board for approval.

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

# Start-up plan commences immediately after proposal approval by CPS

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **Person(s) Responsible** | **Target Completion Date** | **Cost** |
| 1. Review of high school materials for PBL | M. Bakalis – AQS C. Austria - AQS R. Chambers - AQS Nicole Feinberg - Principal | January 15, 2014 | None |
| 2. Begin Teacher Recruitment | N. Feinberg - Principal C.Austria - AQS | Hires completed by May 2014 | None |
| 3. Plan Student Recruitment/Marketing | M. Bakalis - AQS P Yadgir - AQS R. Chambers- AQS Abha Panya - AHS | January, 2014 | None |
| 4. Begin Execution of Recruiting/Marketing Strategies | R. Chambers - AQS P. Yadgir - AQS Abha Panya - AHS | January 2014 to June 1, 204 | Marketing costs borne by AQS |
| 5. Order supplies, furniture needed for school | V. Colantuono - AQS J. Messerges - AQS | March/April 2014 | Cost borne by AQS to be reimbursed by Asian Human Services |
| 6. Order Educational texts, software, etc. | V. Colantuono - AQS J. Messerges - AQS Nicole Feinberg - Principal C. Austria - AQS | March - June 2014 | Cost borne by AQS to be reimbursed by Asian Human Services |
| 7. Clean-up and repairs to high school | V. Colantuono and Staff - AQS | July 15,2014 | Cost borne by AHS |
| 8. AHS School Board \_\_\_\_\_ to high school Global Studies curriculum and School structure | M. Bakalis - AQS P Yadgir - AQS C. Austria - AQS Nicole Feinberg - Principal | May 1, 2014 | No Cost |
| 9. Arrangement of High School food services and transportation program | V. Colantuono - AQS Nicole Feinberg - Principal | June 1, 2014 | No Cost |
| 10. Begin Student Scheduling Process | N. Feinberg - Principal C.Austria - AQS | June 15, 2014 - August 15, 2014 | No Cost |
| 11. New Teacher Orientation to AQS | M. Bakalis - AQS P Yadgir - AQS Nicole Feinberg - Princpal Dawn Glascott - AQS | August 12 - 15, 2014 | No Cost |
| 12. New Teacher Professional Development | M. Bakalis - AQS P Yadgir - AQS C. Austria - AQS Nicole Feinberg - Principal | August 12 - 15, 2014 | No Cost |
| 13. Student Orientation | Nicole Finberg - Princpal P. Yadgir - AQS C. Austria - AQS | August 18, 2014 | No Cost |
| 14. Parent/Community information & orientation meetings | C. Austria - AQS P Yadgir - AQS Nicole Feinberg - Princpal R. Chambers - AQS | 1. February 2014 2. April, 2014 3. June, 2014 4. August, 2014 | No Cost |
| School Opens | Nicole Finberg - Princpal P. Yadgir - AQS C. Austria - AQS | August 19, 2014 | Refreshments for students, faculty, staff Cost borne by AQS |

**c. Student Recruitment, Application, and Enrollment**: (i) Discuss strategies to recruit your targeted student population. How will the school attract and retain students with disabilities, students with Individualized Education Plans (IEPs), English Language Learners (ELL), and students in temporary living situations?

(i) Many students in the first freshman class will be students currently enrolled at the Passages Elementary School.

Asian Human Services in conjunction with AQS will implement a student recruiting/marketing plan consisting of the following components:

* Repeated targeted direct mail brochure to parents of middle and high school aged students in three zip codes contiguous to the location of the school.
* Ads in community newspapers announcing the school opening which also indicate the fact that the school will welcome, enroll, and service students with special needs. These ads will also announce the dates of community information meetings to be held at the school.
* Convene three to four community information meetings for parents of prospective students.
* Direct personal contact with community ethnic organizations to insure the continuation of the ethnic diversity which has been a hallmark of the Passages elementary school.

(ii) 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, how the proposed school will conduct its lottery if over-subscribed, and how students will register once enrolled. Explain how you will ensure that these policies are in compliance with the Charter School Law and Illinois School Code, where applicable

(ii) Parents interested in enrolling their child in the high school will receive by regular mail, email, by fax, or in person the application for enrollment. The application form will be in complete compliance with the Illinois Charter School law. It will state the residency requirements to attend a Chicago charter school, explain the requirement and process to be used should a lottery be necessary and ask for basic information such as contact information, name of student and parent/guardian, and the age and grade level of the student applicant. In addition, information will be required related to the prospective students special education status, English Language proficiency, and immigration status.

Once the application is submitted by the specified deadline, parents will receive a letter announcing the acceptance of their child to the school along with an invitation to come to the school with their child to meet the school principal so as to establish a personal face-to-face relationship form the beginning.

In the event that applications exceed the buildings seating capacity for freshman, all applicants will be informed of the process, date, and terms of the required lottery. Within two days of having completed the lottery letters of acceptance and regret will be sent to all who had applied.

***(Please see attachment 18 for enrollment application)***

**d. Transportation:** Briefly describe how the school will meet the transportation needs of its students, including low-income and at-risk students.

As transportation is not a fully reimbursable expense, students who attend The AHS Passages College Prep will be personally responsible for their transportation to and from school on a daily basis.  Every effort will be made to reduce the direct cost to the parent as much as possible.  As such, we will ensure students who attend have access to reduced fare permits from the Chicago Transit Authority which will allow them to ride the various public transportation mediums to and from school and or school activities at a reduced rate.

Exceptions to the transportation policy will be provided for students who qualify for one of the programs listed below:

1. *Special Education Students*

The Individuals with Disabilities Education Act (IDEA) guarantees students with special needs a free and appropriate public education (FAPE). Each student in the special education program will receive appropriate services as identified in the students individualized instruction plan (IEP).  Transportation is identified as a related service under IDEA. As such specialized services team will be responsible for planning the safest possible transportation services for children with disabilities traveling to and from school, and comply with other federal and state laws, local guidelines, and policies relating to the transportation of students with disabilities.

1. *Homeless Students*

Students who qualify for the school based Homeless Education program will be provided transportation services to ensure their ability to access a free and appropriate public education.  Students in this program will be provided with 2 Chicago Transit Authority Transit Cards per day of instruction the student receives.  These transit cards will be issued on Friday afternoons for the week ahead.  This number will be modified for students who failed to attend school on any day during the week by the number of days the student misses.  For example, if there are 5 attendance days during week 4 the student will be issued 10 transit cards on the Friday prior to week 4.  However, the student did not attend classes on two days of week four.  As a result, while there are 5 attendance days in week five the student will only get 6 transit cards for week five as the student already has four additional cards from week four.  This process will ensure that students are not abusing the transportation services provided by the school.

***(Please see section above, 3.1d, Numbers 1 & 2which addresses the transportation plan)***

**e. ADA Compliance:** The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and requires accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology. Briefly describe the processes the school will implement to ensure ADA compliance and include a complete version of the ADA Compliance Table provided found on p. 26 of the Answer Manual. *(Note: For additional information on ADA compliance requirements, please see the ADA Guidelines & Services document located in the Resources Section of the ONS website, http://cps.edu/NewSchools/Pages/Process.aspx .)*

Asian Human Services is currently in the process of planning for the construction of an elevator in the high school to insure that all aspects of the ADA requirements are met prior to school opening in 2014.

|  |  |
| --- | --- |
| **ADA Compliance Table** | |
| **ADA Compliance Activity** | **Staff Member Responsible** |
| ***Employment Practices,*** including addressing accommodations in hiring and employment | Nicole Feinberg, Principal |
| ***Policies, Practices & Procedures,*** including making reasonable modifications if necessary to accommodate persons with disabilities | Asian Human Services Board and AQS |
| ***Buildings & Activities,*** including ensuring relocation of activities from any inaccessible room or space identified on the ADA report and obtaining accommodations for parents or visitors to school events who have hearing or visual impairments | Nicole Feinberg, Principal |
| ***Communications & IT,*** including insuring that the proposed school website and all information technology in the proposed school, including hardware, software, and web-based applications are accessible to persons with disabilities | John Soban, AQS |

**3.2 Governance Model**

**a. Governance Structure**: (i) Describe the structure of the governing Board at the proposed school. (If an existing Chicago replicator, describe how the structure of the Board will adapt to support the additional grade configurations or the new school/campus.) Identify any proposed Board committees or advisory councils and explain their role, planned membership, and reporting structure as they relate to the governing Board and school leadership.

(i) The governance model of the school will be as follows:

* The AHS, as holder of the charter, has ultimate accountability for the academic success and financial stewardship of public funds supporting the school.
* The AHS will delegate operational authority, by contract, to American Quality Schools. The AHS Board has delegated to the Passages School Board the responsibility of direct oversight of school operations.
* The AHS School Board is the policymaking and oversight authority for the school. They have responsibility to hold AQS accountable for academic and financial aspects of school operations. The board has final approval of all school expenditures.
* The AHS board will contract with AQS to manage the school and this contract shall have specific operational goals and metrics to which the EMO will be held accountable.
* At the conclusion of each academic year the AHS will conduct a formal evaluation of the EMO performance and recommend any necessary changes, corrections, or improvements with specific completion dates.
* The AHS will establish a school bidding process for school vendors and receive reports from the EMO regarding the performance and quality of vendor goods and services.
* AQS will attend scheduled board meetings and make presentations on the progress of previously identified operational goals and metrics.
* The AHS board will establish committees. These will be:
* Academic Programs
* Financial Accountability
* Building Facilities
* Marketing and Public Relations
* Parent/Community Advisory Committee

Asian Human Services is the holder of the current Passages Elementary School charter since the organization is involved in a variety of human and social service projects, it has created a board which exclusively oversees matters pertaining to the school. There are some individuals who sit on both the AHS board and the Passages board to insure smooth communication and coordination. Thus the designated school board has ample time and focus regarding all school operations, including the proposed addition of the high school.

(ii) Clearly articulate the procedures that the Board will utilize to continually monitor academic, financial, and operational aspects of the school. (iii) How will the Board evaluate the performance of the school leader. (iv) Specify where and how frequently the Board plans to meet.23

(ii) – (iv) The school board meets on a monthly schedule. At the meeting a report is presented by the school principal on all issues pertaining to the school such as enrollment, discipline cases, academic growth, changes in personnel, new CPS regulations, etc. A financial report, which the board receives one week prior to the meeting, is presented by the AQS financial liaison to the school. Board committees will report items on their agenda and discussion of current or prospective policies as held and, when appropriate, notes are taken by the board. The board is the policy-making and oversight entity for the school. The board meets annually with AQS senior administration to evaluate the school principal.

***(Please see attachment 19 for School Board Calendar 2013-2014)***

***(Please see attachment 20 for School Board By-laws)***

***(Please see attachment 21 for proof of 501(c)3 status)***

**b. Organizational Chart:** Provide a narrative description of the attached comprehensive organizational chart, which should clearly describe the lines of authority and reporting structure of the school leadership, management organization, and any school advisory bodies or parent/teacher councils (if applicable) to the governing board. Explain the rationale for this proposed structure.

• Attach a comprehensive organizational chart that clearly shows lines of authority and accountability, including the Board, MO (if applicable), and network and/or school leadership.

**Year 1 of operation**

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|  |  | **Asian Human Services/Holder of Charter** |  |  |  |  |  |  |  |  |
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|  |  | **Passages School Board (School Policy, academic & financial oversight)** |  |  |  |  |  |  |  |  |
| **Parent/Community Advisory Committee** |  |  |  |  |  |  |  |  |  |  |
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|  |  | **American Quality Schools (EMO)** |  |  |  |  |  |  |  |  |
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|  |  |  | **Passages School Principal** |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Over elementary and high school** |  |  |  |  |
|  | **Support Staff** |  |  |  |  |  |  |  |  |  |
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**Teachers**

**Team Leader**

**Team Leader**

**Team Leader**

**Assistant Principal**

**High School**

**(is only freshman 2014-15)**

**Elementary School**

**Dean/Community Relations**

**Teachers**

**c. Board Experience:** CPS expects that by the time of Tier 1 proposal submission, Design Teams will have identified at a minimum the proposed Board Chair, Vice Chair, and Treasurer.24 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**.**

The Grade 9-12 addition to the Asian Human Services charter will be governed by the existing Passages Education Committee of the Asian Human Services, Inc. corporate Board.

Ashraf Ali will serve as Board Chair. Mr. Ali was instrumental in founding AHS Passages Charter School in 2001, and has been a member of the Asian Human Services corporate Board for more than 20 years. He is an immigrant from Bangladesh, trained as an engineer, and retired from the iconic Chicago firm of Skidmore, Owings and Merrill to become a real estate developer and activist on behalf of the South Asian community.

Harry Rossi, Ed.D., will serve as Vice Chair; he has been a member of the AHS Passages Education Committee since 2008. Dr. Rossi brings to the Board the experience of a career in education spanning more than 40 years: as a public school teacher, principal, and superintendent (Northbrook/Glenview School District #30, 1988-2005). He is currently an adjunct professor at the Loyola University School of Education, a consultant, and a principal mentor for the State of Illinois.

John Hrisney will serve as Treasurer. Since his retirement as a Principal at Arthur Andersen LLP, he has dedicated his energies and expertise to helping not-for-profit organizations in organizing and managing their finances. Mr. Hrisney is a long-serving member of Asian Human Services corporate Board.

**(Please see attachment 22 for Governing Board Member Resumes)**

**d. Board Development** (i) 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)).* (ii) Provide a plan for recruiting a governing board representing the diverse skill sets required for 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. (iii) Specify the process by which board members have been selected and will be in the future.

(i)-(iii) The governing board comprises professional educators, parents, representatives of Asian Human Services, and community members who possess a variety of skillsets to support the growth of the school. Besides education expertise, desired competencies include finance, legal affairs, facilities operations, cultural and linguistic diversity, marketing, technology, and resource development. The Nominations and Governance Committee creates an annual inventory of needed skills, consistent with the strategic plan, and recruits new Board members accordingly. Ongoing Board development training is provided by outside consultants, Asian Human Services professional staff, and American Quality Schools.

**e. Conflicts of interest:** 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. Nicole and Abha

***(Please see attachment 23 for code of ethics that includes a formal conflict of interest policy and specifies procedures for implementing the policy)***

**f. Board Transition, Training, and Self-Evaluation:** (i) 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. (ii) Describe any orientation or ongoing training that Board members will receive, including a timeline for training and topics to be addressed. (iii) Explain how the Board will evaluate its own effectiveness on an ongoing basis.

The Design Team will meet with the school board twice during the first year of the high school opening. The meeting will occur after members of the Design Team have visited the school, observed classroom teachers/learning, evaluated student behavior and spoken with focus groups of teachers, parents, and students. The Design Team will then have substantial factual information to present to the board regarding the initial year of operation.

American Quality Schools provide board training as part of the management contract. The initial session will be held in early August, 2014 to be followed by a follow-up session in March, 2015.

AQS will provide the board with a number of self-evaluation instruments from which they can develop their own model

***(See Attachment 24 for an outline of the board training topics)***

**3.3. Management Organizations (MOs)**

**For Design Teams that are Proposing to Contract with an MO Only**

*Please note that ONS reserves the right to request additional information regarding the proposed MO, as necessary.*

1. **Selection:** Discuss the criteria by which the MO was selected and the due diligence that was conducted on the MO prior to submitting the proposal. Describe how the services and responsibilities to be provided by the organization will further the mission, vision, and goals of the proposed school.

American Quality Schools was selected to continue the management of the high school based on their record of success and cooperation with the Passages Elementary School. The AHS Board enjoys on open and cooperative relationship with AQS and we have been pleased with their performance and concrete results. The relationship between AHS and AQS is a clear on – AQS is employed by and accountable to AHS. AHS has responsibility to set school policy, AQS executes these policies. This clarity of functions has resulted in a smooth relationship with no areas of conflict or contention which has assured the operation of a successful Passages Elementary School which will continue through the establishment of the high school.

1. **Scope of Services:** 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 and the associated services that the organization will provide. Please specify 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.

The AQS management fee is7%, one of the lowest in the nation. The school principal and all teaching and support staff are employees of AQS. The school principal is chosen in consultation and collaboration with AHS. No principal is hired who does not have the endorsement of both parties. The principal, as an AQS employee, reports directly to AQS, but in practice, also has a close working relationship with AHS

***(Please see attachment 25 for a draft MO Contract)***

***(Please see attachment 26 for 3 most recent audited financials and IRS form 990)***

1. **Monitoring:** 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 and what are the consequences if these benchmarks are not met? Please describe conditions for renewal and termination of the contract. Discuss how the Design Team and proposed Board are qualified to hold the MO accountable to the educational, operational, and financial goals outlined above.

The relationship between AHS and AQS is one of regular on-going communication and fact to face meetings with the President of AQS, Dr. Michael J Bakalis, and the Director of AHS, Abha Pandya. This process has allowed issues to be resolve quickly and resulted in the smooth and successful operation of the school. Such a process will continue with the approval of a small AHS Passages High School.

The on-going contractual relationship between AHS and AQS complies with the standards identified by the National American Charter Authorizer. The contract calls for AQS to provide the AHS/School Board with a comprehensive end-of-year report which details various aspects of school management such as timeliness and accuracy of financial reports, student academic growth, faculty needs, student behavioral issues, legal concerns, the schools compliance with various CPS standards. This report serves as the vehicle for the AHS board to meet with AQS administration for a face-to-face evaluation of AQS along with suggestions for any needed improvements. As stated earlier, this end-of-year meeting is not the only time discussion about EMO performances is scheduled. AQS administrators attend all AHS school board meetings which allow for monthly discussions and/or questions about AQS performance.

1. **Existing Schools**: Please specify whether any of the schools under the MO’s management are on fiscal probation. Please note any instances in which the MO has had their contract terminated by any of their current schools, have voluntary closed a school, or not been renewed by their authorizer. Please cite any non-openings that the MO has experienced. Describe the circumstances surrounding these incidents.

American Quality Schools has operated charter schools since 1999. In that fifteen year period no AQS managed charter school has ever lost its charter for academic or financial failures for which the organization was responsible. Currently no AQS operated school in Chicago, Indiana, or Missouri is on a probationary status.

The portfolio of AQS schools has changed as conditions in the charter school environment have changed in some states. The past five or six years have witnessed an evolution of charter school boards which have utilized educational management organizations. After needing EMO’s to begin a new charter school, because of the complexity of the process and because of founding board members lack of background and experience in education, many boards are now reaching a different course, namely self-management. After five or more years of experience those charter boards look to non-charter public schools and see that they operate reasonably well without the assistance of any EMO’s. What follows is a brief history of AQS managed schools:

1. AQS operated five charter schools in Chicago sponsored by the Chicago International Charter Schools (CICS). Two of those schools ranked among the top ten charter elementary schools in Chicago. The CICS board decided to move in a different strategic direction and chose to end its contract with AQS. It is important to note that this change of direction was specifically started by CICS and that it WAS NOT FOR CAUSE. CICS also subsequently ended their contract with two additional charter EMO’s.
2. AQS operated a “contract” high school in Chicago, The Austin Business and Entrepreneurship Academy. AQS choose to not seek renewal due to the feeling that the presence of three charter schools in one building was not an ideal scenario for implementing what the AQS proposal to CPS had been. Even with such limitations ABEA’s first graduating class successfully enrolled in over eight different colleges and universities and the scores on the ACT were virtually the same as the other two charter schools located in the building.
3. AQS managed a secondary school located in St. Louis, The Grand Center Arts Academy. The board decided to self-manage and thus ended the contract not only with AQS, but with another national charter management company as well.
4. After five years of operation under the KIPP charter organization, the LEAD Charter School board in Gary, Indiana severed its relationship with KIPP. AQS took over the remaining time of what was a seven year charter. Thus AQS had only one year of operating the school prior to its renewal date. Progress was made academically, but the authorizer, Ball State University, chose to not renew the contract, saying that their decision was based on the total seven year performance of the school.
5. The Charter School of the Dunes, located in Gary, Indiana, was also managed by another national charter operator. The board of that school ended the contract with that national operator and contracted with AQS for the remaining two years of the charter. Once again academic progress was realized under AQS management, but it was clear that the board was also interested in self-management. AQS informed the board that it was not interested in continuing the professional relationship and the school is currently self-managed.

Current AQS Schools:

1. Asian Human Services Passages School in Chicago Recipient of the 2012 Illinois Honor Roll, was given the Academic Improvement Award and the 2012-2013 Principals Achievement Award from Chicago Public Schools for the principal. The proposal submitted seeks to add grade 9-12 to the school.
2. Plato School in Chicago, two campuses, recipient of the Illinois Honor Roll award
3. Thea Bowman Leadership Academy, Gary, Indiana, two campuses. The school has won “exemplary status” from the Indiana State Board of Education and graduated and enrolled in college 85-90% of its students. The school outperforms Gary public schools.
4. The East Chicago Urban Enterprise Academy in East Chicago, Indiana charter renewed in 2013. The school academically outperforms all East Chicago public schools.
5. Discovery Charter School in Porter Indiana. This AQS managed school is the highest performing academic charter school in the entire state of Indiana.
6. Xavier Charter School in South Bend, Indiana. This has been an AQS school for four years. It is doing very well and will be up for charter renewal in 2104
7. Thurgood Marshall Leadership Academy in Ft. Wayne, Indiana. This school opened only last year and is AQS managed and will grow in to a full enrollment school.
8. Carondelet Leadership Academy in St. Louis, Missouri. AQS has managed the school for three years. The school academically outperforms all St. Louis elementary schools.
9. AQS has been approved to operate a charter school in Milwaukee, Wisconsin. The school opening date is 2014.

***(Please see attachment 27 for AQS School Record)***

**Section 4: Economic Soundness**

This section should provide an overview of the financial projections for the proposed school, including additional financial resources that may be needed for start-up and beyond, as well as a description of financial control systems. This section should also clearly articulate a viable facility plan that can be implemented by the proposed opening date

**4.1. School Budget**

**a. Financial Forms:** Complete the budget workbook. Instructions are provided on the first tab of the budget workbook. Please note that all assumptions should be clearly detailed in the budget workbook. If the space on the Excel worksheet is insufficient for any given budget line, please include an explanation in the budget narrative. Financial forms that do not include assumptions will be considered incomplete. (*Note: if an existing national operator, please see additional budget requests in Section 5: Existing National Charter Management Organizations)*

***(Please see attachment 28 for Budget Workbook)***

**b. Budget Narrative:** Include a budget narrative that provides a high-level summary of the budget and describes how the budget reflects the mission, vision, education plan, and overall strategic development of the proposed school. Discuss how resources will be used to support identified school priorities, including any changes in that allocation over the first five years of the school’s existence. The narrative should include descriptions of revenue and expenditure estimates. If applicable, provide supplemental assumptions and/or explanations for budget line items as necessary (if the assumptions are clearly detailed in the budget workbook, there is no need to repeat them here).

***(Please see attachment 28 for Budget Workbook for budget narrative)***

**c. Development Plan:** Include a discussion of additional revenue needed to maintain financial viability, including detailing 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.

Passages budgets according to CPS and State/Local funding. If there is ever a situation where funding is not adequate, then the budget is adjusted to take into account any changes in funding. Therefore the school does not need additional funding to maintain financial viability. Fundraising is done to supplement student activities and Grants are applied for on a yearly basis to fund additional non-core programs. In the extreme if Passages were to need additional funds due to a funding shortfall, they could use their reserves or receive financial assistance from the charter holder, Asian Human Services or the EMO American Quality Schools.

. **4.2. Financial Controls**

**a. Financial Monitoring:** Describe plans to ensure fiscal soundness and legal compliance for the proposed school. Specifically, address the financial monitoring process that the Board will use to receive updates on the school’s financial position. Who is responsible for directly managing and overseeing the school’s budget? Please note that Illinois Charter School Law (105 ILCS 5/27A-5(f)) requires charter schools to submit an annual audit of school finances conducted by an outside, independent contractor.

The Financial Management process is administered by AQS’ Vice President, Finance and Administration, Mr. Thomas Aubin. Mr. Aubin is a CPA and has a Master’s Degree in Finance from DePaul University in Chicago. He brings over 27 years of private sector, executive level experience at the CFO and Controller level to AQS. Mr. Aubin oversees all aspects of AQS’ finance and administrative functions. AQS Financial Management Operation consists of the Accounting, Treasury and Human Resources functions. As with all AQS schools, financial oversight of Passages is the joint responsibility of the Passages Board and AQS. To achieve this goal, and maintain the integrity of the financial accounting and reporting process, Passages is assigned its own AQS Account Specialist whose responsibility is performing the daily accounting for the school, working with local school personnel to address financial issues that arise, and generate monthly and annual financial statements comparing actual to budgeted results. These statements are reviewed by AQS VP, Finance and then submitted to the Passages Board of Directors prior to each monthly Board meeting. The Account Specialist also works with the local school personnel to develop the school’s operating budget for each upcoming school year as well as any interim reforecast that may be requested.

After monthly financial statements have been generated by AQS and remitted to the Passages board members, the Account Specialist, along with other finance and operating personnel, attends the monthly board meetings to answer any questions the Board may have concerning the financial and/or operating performance of the school.

***(Please see attachment 29 for Listing of Financial Reports)***

***(Please see attachment 30 for AQS Fiscal Policies)***

**4.3. Facilities**

**a. Facility Plan:** Describe the plan to secure an appropriate facility for the school.

Passages has already had discussions with the Archdiocese to take over the adjacent St. Gregory High School building once approved for a High School, this building is directly next door to Passages Elementary. The St. GregoryHigh School building is ready for Passages high school occupancy. In fact, since the Passages building and the St. Gregory building are joined by a closed walkway, our Middle School students are currently using classrooms and the cafeteria that are located in the St. Gregory building. This represents the 2nd floor and basement of the HS building and when approved for a HS, the remaining 1st and 3rd floors will be ready for occupancy by Passages HS. While we may need to update the buildings communication and wireless system on the 1st and 3rd floor, we do not anticipate a significant construction project. We have also negotiated with the Archdiocese so that we can utilize the furniture that is already in the classrooms.

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

• Attach detailed space requirements for the proposed school(s) (e.g. square footage, number and type of classrooms, amenities, etc.), including any special features required to properly implement the proposed model.

***(Please see attachment 31 for Floor Plan)***

**c. School Site:** Provide an overview of each proposed site and include the following supporting materials:

Passages has already secured the adjacent St. Gregory High School Building and is currently using half of the building for the Elementary school. Therefore there is no need to propose multiple sites, since once approved for a HS, the building will be ready for occupancy.