



Chicago Classical Academy

Tier I Narrative

Due: April 28, 2017

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Executive Summary

Executive Summary

The founding board of Chicago Classical Academy Charter School (CCA) is pleased to present Chicago Public Schools this application to establish the first classical charter school in Chicago. We are requesting a 5-year contract to begin operations fall of 2018 as a K-8 charter school in the South Loop area. It is our intent to open with grades K-5, and growing one grade per year. In addition, we will be submitting an application for a high school extension in year three of operation.

Classical education for a diverse city

"With every ounce of our energy, we must continue to rid this nation of the incubus of segregation," said Martin Luther King in a 1963 sermon recorded in his book *Loving Your Enemies*. In 2016, CNN Money dubbed Chicago the most segregated city in America. 73% of the population would have to move census tracts to even out these disparities; this is higher than New York City (65%) and Philadelphia (63%). Nowhere in the city is this segregation more evident than in our schools. Experience shows that children from all backgrounds benefit from diversity at school. But when a city is so partitioned, it is not an easy environment to create. Teaching what it means to be an American citizen through a classical, liberal arts model, will get us there. E.D. Hirsch, founder of Core Knowledge, says, "Cosmopolitanism means being... a member of humanity as a whole." CCA believes in the possibility of an integrated school, one that "invites all children to become active, effective members of the larger cosmopolis." With a core curriculum devoted to mastery of the fundamentals and to introducing young minds to the great human achievements of past and present, CCA will develop independent, critical thinkers who strive for human excellence – all this is the ultimate purpose of a classical, liberal arts education.

Putting a diverse group of students under one roof is step one; this can be accomplished in an accessible and open-minded neighborhood - the South Loop. The South Loop is not only experiencing significant growth, thus overcrowded schools, it has diverse neighbors: Bronzeville (America's historically Black neighborhood), Pilsen (largest Latino population in Chicago), Chinatown (highest density of Asians), McKinley Park and Bridgeport (diverse and growing). Cultivating integration is step two, three and beyond. To truly integrate the student body, teaching a core body of knowledge, shared by all students, is needed. This is the founding philosophy supporting E.D. Hirsch's approach.

Chicago and the city's schools are segregated. Moving 73% of the city isn't going to happen anytime soon. But we can support school models that unite us. Classical time-tested content and method unify generations, equalize races, and level out socio-economic status. King called segregation an incubus, a devil, a violent disease. Let us respond with proactive healing; through a school: Chicago Classical Academy.

Mission & Vision

As a K-12 classical charter school in the greater South Loop, we will unify a diverse student body by providing a rich, classical, liberal arts curriculum with a strong civics and character component coupled with a commitment to the overall health and wellness of every child. We believe that any student will succeed with this approach, and, with open enrollment, we hope to offer the benefits of a classical education to any family that seeks this option.

CCA will develop students with intellectual and personal habits and skills, upon which responsible, independent, and flourishing lives are built, in the firm belief that these are the basis of a free, equal and just society. CCA strives to teach to the whole student through both academic and extracurricular offerings, to nurture the child's humanity with an awareness of the potential role they have in the world. The time-honored, liberal arts curriculum and pedagogy direct students toward a mastery of the basics, an exploration of the arts and sciences and an understanding of the foundational tenets of our heritage. The curriculum, by purpose and design, is a survey of the best intellectual and cultural traditions as they have been developed and refined over many generations.

At CCA, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. CCA students will graduate as highly literate, well-rounded, open-minded and ethical citizens who are well-prepared to pursue any endeavor and inspire others to do the same.

Executive Summary

Educational Philosophy

A classical education is defined by both content - a thorough and cumulative study of the liberal arts - and by method - a traditional approach to teaching that relies on a child's natural stages of mental development. CCA teachers will emphasize the mastery of basic content (grammar), development of abstract thought (logic), and the art of expression (rhetoric). There are five key elements to our philosophy: a core foundation in the liberal arts, a language-based approach, highly-structured curriculum, a strong civics component, and emphasis on character and virtue. This will provide CCA students with a strong, common body of knowledge enabling them to think critically and positively impact the world around them.

School Model & Culture

CCA will offer a classical, content-rich, liberal arts education and will adopt Core Knowledge in grades K-8, a proven curriculum that integrates content across subjects by grade level, and builds on previous learning. In addition, CCA will use Riggs, an explicit phonics program, and Singapore math, a conceptual approach to skill building and problem solving. Language mastery is a key goal, thus, Greek & Latin will be introduced in fourth grade through the study of roots and etymology; formal instruction in Latin will begin in sixth grade.

High academic achievement, personal discipline, ethics and responsibility will consistently be reinforced through a climate of respect and decorum, which are vital for intellectual development and character growth. CCA will be founded on the four classical virtues: moderation, justice, wisdom and courage, as indicated on our seal. With the conviction that a high-quality education should be available to every child, CCA is committed to supporting any student who is willing to work hard and put forth the effort to succeed, regardless of socio-economic status or current academic achievement level. To provide a strong sense of community and a coherent, challenging and integrated K-12 curriculum, we intend to apply for a high school charter in the third year of operation.

Demonstrated capacity

CCA is closely modeled after the existing and highly successful classical, liberal arts program shared by 17 classical schools across the country through the Barney Charter School Initiative (BCSI). This no-fee initiative provides detailed academic resources, curricula, and program of study for the entirety of the K-12 model. In addition, BCSI support continues with teacher training, recruitment and ongoing professional development. The existing 16 schools (one will begin operations in the fall of 2017) have a total of 7,829 students enrolled as of Nov. 2016, with an average waiting list of 394 students. Savannah Classical, an urban school that matches our anticipated student profiles has a waiting list of 934 students in its fourth year of operation.

CCA will also adopt best practices from other urban classical schools past and present, including, Hellenic Classical and South Bronx Classical in New York City, Oaks Academy in Indianapolis, Logos Academy in York, PA and the highly revered Marva Collins' Westside Preparatory School. CCA has collaborated with many Chicago charter school leaders to build a financially sound school with a strong operational plan.

Parent and Community Engagement

CCA believes the family is and should be the primary educator. As a community driven school, CCA has been actively engaging with our target location and recruitment areas through an active online presence, including social media, postings on Every Block and monthly newsletter updates. We have held parent information sessions. We have reached out to the aldermen, local organizations, churches, daycares and other family-friendly businesses and presented to their boards, met with pastors and provided materials for parents. We are conducting a parent survey (offered in Spanish, Chinese and English) and have engaged 89 parents. 71 parents say they would consider a classical, liberal arts option for their child. This support for our school and the curriculum model has been inspiring. We have also mailed over 4500 postcards to Chicago residents to inform them of CCA.

We propose to open the school in the greater South Loop, a highly accessible neighborhood that has seen significant population growth leading to overcrowded schools, and will actively recruit from Bridgeport, Chinatown, McKinley Park, Pilsen, and Bronzeville. We expect approximately 40% our students will come from the greater South Loop, 50% from the neighboring recruitment area, and 10% from city-wide enrollment.

Domain 1: Parent and Community Engagement & Support

Domain 1: Parent and Community Engagement and Support assesses whether the applicant garnered authentic parent and community support and demonstrated true demand for the proposed school.

Section 1.1: Community Overview

The applicant has sought to understand the characteristics, background, and history of the students, families, and communities it would serve if approved to open.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *Identified possible location(s) for the proposed school(s)*
- *Identified commun(ies) where the school intends to focus recruitment efforts and/or the neighborhoods from which the applicant anticipates most students will enroll*
- *An accurate description of the demographics of the proposed school's community and targeted student population*
- *A comprehensive but concise demographic and historical overview of the targeted commun(ies), which includes key events from at least the last few decades and the major political, economic, educational, demographic, and/or community-specific trends that are important to understand when seeking to serve the community*

1.1.1: Targeted Commun(ies)

Cite the possible location(s) of the proposed school. Explain the student recruitment area for the proposed school(s) and the targeted commun(ies) within it.

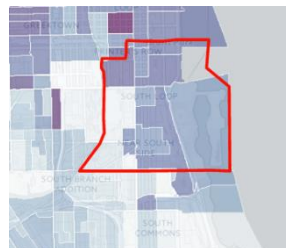
Chicago Classical Academy Charter School (CCA) will be a school of the people, by the people, for the people of Chicago, celebrating the many difference and integrating the unique cultures. CCA has chosen its proposed facility location for its proximity to a diverse set of local communities in the area CPS* refers to as the Near South Side (specifically the South Loop). CCA will recruit from neighborhoods within the areas CPS* refers to as Douglas (i.e., Bronzeville), Bridgeport, McKinley Park, Lower West Side (specifically Pilsen) and Armour Square (specifically Chinatown). These areas create a recruitment boundary that includes Latino, African-American, Asian, among others, and a wide variety of socioeconomic levels. Recruiting from these highly varied local neighborhoods will create a dynamic student body and school culture that will serve as the foundation for a truly integrated school.

**Referring to the boundaries and names displayed in the CPS Locator Map.*

Specific neighborhood boundaries and names of communities are as follows:

Neighborhood Boundaries and Demographic Estimates (LM/CD)

South Loop – target facility area
(part of “Near South Side” - LM)
South of Van Buren Street - East of 90/94 - North of 26th Street - West of Lake Michigan
Zip codes: parts of 60605 60616
Racial profile: 45% White alone; 15% Black alone; 20% Asian alone; 5% Hispanic; Other 15%



Neighborhood Numbers (CD/IAC)

Socio-economic rating:
TIER 4
School kids 4611
Avg. Income \$65,258
Avg. Ed. 30% BA
Unemployment 5%
39% > BA
Population: **32,705**

Domain 1: Parent and Community Engagement & Support

Neighborhood Boundaries and Demographic Estimates (LM/CD)

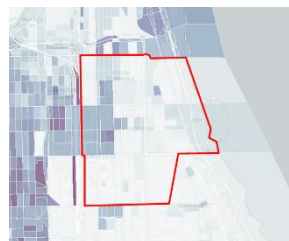
Neighborhood Numbers (CD/IAC)

Bronzeville (*Douglas* per city-data & CPS map locator)

South of 26th Street - East of I-90 Express - North of Pershing Road. - West of Lake Michigan not including the area south of Oakwood Blvd and east of Cottage Grove Avenue (Community area of Oakland)

Zip codes: 60653 and parts of 60616

Racial profile: White alone: 10%; Black alone: 53%; Asian alone: 15%; Hispanic: 3%; Other: 19%



Socio-economic rating:

TIER 1-3

<u>School kids</u>	<u>Avg. Income</u>
8076	\$22,445
<u>Avg. Ed.</u>	<u>Unemployment</u>
13% BA	18-22%
20% > BA	

Population: **19,229**

Bridgeport

South of Chicago River and the 90/94/55 junction - East of South Fork Chicago River - North of Pershing Road - West of the train tracks which lay east of Stewart Avenue

Zip codes: parts of 60608, 60609 and 60616

Racial profile: White alone: 25%; Black alone: 4%; Asian alone: 28% Hispanic: 20%; Other: 22%



Socio-economic rating:

TIER 2-4

<u>School kids</u>	<u>Avg. Income</u>
12,022	\$22,319
<u>Avg. Ed.</u>	<u>Unemployment</u>
15% BA	13%
11% > BA	

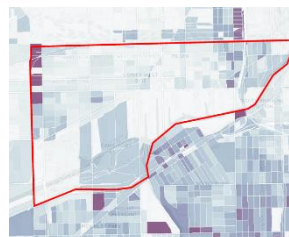
Population: **60,721**

Pilsen (part of *Lower West Side* per CPS map locator)

South of 16th - East of the train tracks that lie just west of Western Avenue - North of Stevenson Expressway and the Chicago River - West of the Chicago River

Zip codes: parts of 60608

Racial profile: White alone: 8%; Black alone: 5%; Asian alone: 0%; Hispanic: 52%; Other: 35%



Socio-economic rating:

TIER 1

<u>School kids</u>	<u>Avg. Income</u>
15,060	\$17,225
<u>Avg. Ed.</u>	<u>Unemployment</u>
17% BA	14-15%
12% > BA	

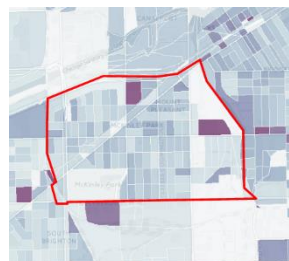
Population: **80,968**

McKinley Park

South of the Stevenson Expressway - East of the train tracks that lie just west of Western Avenue - North of Pershing Avenue - West of South Fork Chicago River

Zip codes: parts of 60608 and 60609

Racial profile: White alone: 17%; Black alone: 2%; Asian alone: 17%; Hispanic: 48%; Other: 16%



Socio-economic rating:

TIER 2-3

<u>School kids</u>	<u>Avg. Income</u>
4,592	\$17,374
<u>Avg. Ed.</u>	<u>Unemployment</u>
13% BA	14%
12% > BA	

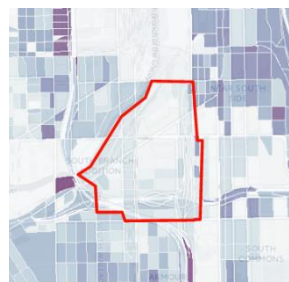
Population: **20,555**

Chinatown

South of 18th and the Chicago River - East of 90/94/55 Junction and the Chicago River - North of 55 - West of Clark Street that turns to Federal Street

Zip codes: parts of 60616

Racial profile: White alone: 5%; Black alone: 2%; Asian alone: 60%; Hispanic: 1%; Other: 22%



Socio-economic rating:

TIER 2

<u>School kids</u>	<u>Avg. Income</u>
1,467	\$15,858
<u>Avg. Ed.</u>	<u>Unemployment</u>
14% BA	13-15%
9% > BA	

Population: **11,118**

Domain 1: Parent and Community Engagement & Support

1.1.2: Community Characteristics

Provide a detailed summary, including references, about the neighborhood(s) within the recruitment area that includes:

- A historical overview containing information critical to understanding the community that the school seeks to serve (e.g., the major political, economic, educational, demographic, or community-specific trends);
- Community demographics, including number of school-aged children, median or average family income, average level of educational attainment, and unemployment rate;
- Population trends, including a recent estimate of the total number of residents;
- Major employers;
- Local businesses and non-profits;
- Community newspapers; and
- Public and private schools in the area, highlighting instances of overcrowding within the schools or in the community as a whole.

Introduction

Chicago's neighborhoods have always been distinct. Each community we seek to serve has a unique history and current vibe. Our historical and demographic research is based on the *Encyclopedia of Chicago* (ENC)¹, the *Chicago Public Schools Preliminary Draft Update to the Educational Facilities Plan* (EFMP)², the CPS Locator Map (LM)³, City-data.com (CD),⁴ Illinois' Act for Children's Key Indicators of Need for Chicago Communities Report (IAC)⁵, the *Lonely Planet, Chicago* (LP),⁶ and *The Chicago 77: a community area handbook* (C77),⁷ among other noted sources. Each neighborhood's culture and background is significant; they will be admired and celebrated, as culture brings a richness to humanity.

Some established neighborhood characteristics include South Loop's highly desirable accessibility, Bronzeville's legendary black culture, Bridgeport's reputation for hard-working, civic-minded residents, Pilsen's dedication to preserving its unique artistic culture, McKinley Park's resilience through ethnic shifts, and Chinatown's vibrant Asian community, one of the largest in North America. Together, these cultural communities create a tapestry of backgrounds that can foster a well-rounded school for students, offering immense exposure to timeless, new, and different ideas.

South Loop

The South Loop was first inhabited by Irish, German and Scandinavian canal workers, then by displaced Loop residents from the 1871 fire. The mansions they built are still standing today: Clarke, Glessner, Keith, and Kimball House - now US Soccer Federation. After the 1874 fire, Chicago became the nation's printing center, and the heart of the growing printing industry lay in the South Loop. The South Loop has a notorious past as well, the Everleigh Club was an opulent bordello. *Motor Row*, as it's still called today, showcased flashy cars for residents in the early 1900's. America's Great Migration brought African American's to many of Chicago's southern neighborhoods, including the South Loop, but unfortunate discrimination segregated them to the Black Belt (discussed more in Bronzeville's narrative). The inherent accessibility of the neighborhood has been fundamental in the long-standing and critical role it has played in Chicago's residential, commercial and economic development. It is home to many Chicago landmarks, such as Mercy Hospital, the oldest Catholic hospital in the country, Quinn Chapel, Chicago's oldest

¹ <http://encyclopedia.chicagohistory.org/>

² http://cps.edu/NewSchools/Documents/2017/FacilitiesMasterPlan_2016.pdf

³ <http://cps.edu/ScriptLibrary/Map-SchoolLocator/index.html>

⁴ <http://www.city-data.com/nbmaps/neigh-Chicago-Illinois.html#N113>

⁵ <http://www.actforchildren.org/wp-content/uploads/2016/04/CCA-Community-Profiles-Combined-Spring-2016.pdf>

⁶ Zimmerman, Karla. Chicago. Footscray, Victoria: Lonely Planet Publications Pty, 2017. Web.

⁷ Zangs, Mary. The Chicago 77: A Community Area Handbook. Charleston, SC: History, 2014. Print.

Domain 1: Parent and Community Engagement & Support

African American congregation, Soldier Field, Gold Star Families Memorial, McCormick Place, Firefighter Paramedic Memorial and Museum Campus (C77/EMFP).

The South Loop encompasses all eras of Chicago history, with historical mansions and modern condos, including the award-winning Hilliard Towers, new residential construction, renovated lofts once built for the auto and printing industries and now used as residencies, and an array of enterprises. The South Loop has always been a desirable area to live, work and visit. It has something for everyone, young, old, history-buffs, foodies, music lovers, and life-long learners. Locals and tourists can catch blues at Buddy Guy's or Willie Dixon's, salsa or rumba at SummerDance, discover emerging artists at Columbia College, have tapas at Mercat a la Planxa, pub food at Flo's and Santos, take-in Printer's Row architecture, grab a sip at Spoke & Bird or a brew at Vice District, take their kids to Chicago Women's Park, and shop at Sandmeyer's bookstore or ShopColumbia (LP).

The South Loop's local and visitor appeal comes with its dilemmas as well, traffic and school-overcrowding are common resident complaints. The neighborhood's high-performing schools, both private and public, attract students from outside the neighborhood, creating internal and external demands for education. The South Loop has two neighborhood elementary schools, one charter, one neighborhood high school, one selective-enrollment high school and five private schools. These options force families to consider private schools or relocate. To address overcrowding from the ongoing growth, South Loop Elementary is expanding to a new building⁸. This will help – but not satisfy – resident demand for school seats⁹. Residents work primarily in business and healthcare fields, they like living in an integrated, happening part of the city and are eager for more educational options that enable them to stay. South Loopers get their local news from www.sloopin.com, greatersouthloop.org, DNAinfo.com, southloop-living.com, chicago.everyblock.com and nextdoor.com.

Bronzeville

Bronzeville was home to the city's first stockyards, opened by Willard Myrick, as well as the city's first law school, Old Chicago University. Initially, it was a Jewish community. Many neighborhood landmarks were born out of this era - the KAM temple, which has been Pilgrim Baptist Church since 1922, Michael Reese hospital, which was the largest research hospital until 1991 (closed in 2009), and The Lakeside Club, which became Unity Hall in 1917, headquarters of the People's Movement led by Oscar DePriest. The Great Migration (1910-1920) transformed Bronzeville into a predominately African-American neighborhood (ENC). Bronzeville was coined through a suggestion of James J. Gentry, theater editor and publisher of the Chicago Bee, who thought it was a more accurate depiction of inhabitants' skin tone. It caught on and replaced former references to the *Black Belt* or *Black Ghetto*. The *Chicago Bee* was headquartered in Bronzeville, the building is now a Chicago Landmark. It was the home to many great individuals – author Richard Wright, poet Gwendolyn Brooks, musician Louis Armstrong (he recorded his first record at a place called Sunset Cafe), singers Lou Rawls, Nat King Cole and Sam Cooke, boxer Joe Louis, the first black female pilot, Bessie Coleman, Rube Foster, founder of Negro League baseball, artist and author Margaret Taylor Burroughs, Olympian Ralph Metcalfe, and photographer Gordon Parks. The proud neighborhood is known for its activism and celebration of the rich cultural and historical heritage. The 1919 Race Riots began here when a young black man crossed an invisible racial barrier and was stoned to death. *The Fighting Eighth*, the National Guard's African American members, are immortalized in Bronzeville with the Victory monument. Bronzeville's long-standing African American art, culture, business, political, and athletic heritage set it apart from other Chicago neighborhoods that have undergone many culture switches. (EMFP/ENC/LP)

Recently, the city has prioritized the area for revitalization and development, focusing on economic and educational outcomes and bringing investment to the neighborhood. Most residents work in service, sales, and office occupations. Bronzeville has been a sought-after neighborhood for new schools and education reform ideas; there are presently sixteen public and charter (12 serve K-8th, 1 serves 6th-8th, 5 serve 9th-12th), with one alternative school and five private educational options. It has various high school options: high-performing, charter, alternative for off-pathway students, and IB programmed; schools that specialize in Career and Technical Education, in Math & Science, in Military/Service Leadership, in the Arts and more. The area also offers all-boys (Urban Prep) and all-girls

⁸ <https://www.dnainfo.com/chicago/20160525/south-loop/school-board-buys-land-for-south-loop-elementary-school-expansion>

⁹ http://cps.edu/NewSchools/Documents/2017/FacilitiesMasterPlan_2016.pdf

Domain 1: Parent and Community Engagement & Support

schools (Young Women Leadership). Many schools in Bronzeville are under enrolled, something that we will be cognizant of during recruitment (LM/EMFP). *Bronzeville residents can keep up with what's happening around their neighborhood through DNAinfo.com, chicago.everyblock.com and nextdoor.com.*

Bridgeport

Bridgeport was originally a land of farms and cabins, transformed by canal workers (both the I&M and the Chicago Sanitary and Shipping Canal) and then by growing industries – lumber yards, manufacturing plants, packing houses, the Union Stock Yard, and even Filbert's Root Beer. These opportunities attracted mostly Irish and German immigrants; Polish, Czech and Lithuanian immigrants settled as well. They worked and lived in Bridgeport, established churches, built frame and brick cottages, two-flats with small backyards, small stores and schools. Racial diversity has been a part of Bridgeport's make-up from the beginning and continues through today. Bridgeport boasts about its influential residents, five city mayors come from this neighborhood: Edward Kelly, Martin Kennelly, Richard J. Daley, Michael Bilandic and Richard M. Daley. Bridgeport's political representation lasted over 70 years; the Schaller's Pump Saloon in Bridgeport was even considered the real headquarters of the Democratic Party. Bridgeport has deep and varied immigrant roots (an occasional source of tension), yet the place offers a tight-knit community feel. Palmisano Park represents Bridgeport well: first a quarry, then a landfill nicknamed *Mount Bridgeport*, and today a beautiful park designed by Earnest Wong in 2009.

Recently, young professionals have been streaming into the neighborhood spurring new developments. Most common occupations are service, sales, and office positions. The food and bar scene is vibrant, ready for any White Sox fan, led by Duck Inn, Maria's Packaged Goods and Community Bar, Schaller's Pump and Nana's. Bridgeport is also known for one of the best coffee shops in the city – Bridgeport Coffee. Bridgeport is home to a vibrant art community centered on Zhou B Art studio, Bridgeport Art Center. New development along Morgan Street could further transform this area. Local elementary schools are at 95 percent capacity, despite 1,900 Bridgeport-residing students who attend schools outside of neighborhood. It has six public elementary schools, one public high school and three private schools. *Bridgeport residents get their local news from Bridgeport News, DNAinfo.com, chicago.everyblock.com and nextdoor.com.*

Pilsen

In the late 1800s, a Bohemian resident opened a restaurant called *At the City of Pilsen* to honor the second-largest city in West Bohemia (now in the Czech Republic), bestowing the neighborhood with the adopted name of Pilsen. This independent and artistic identity persists today. Pilsen residents have a reputation for activism: strikes in 1875, 1877, and 1886, intentional murals capturing the fight against gentrification. But Pilsen is also a family-centered neighborhood that honors its history through festivals celebrating Latino culture. The strong Bohemian identity gave way to the rich and artistic heritage brought by Mexican immigrants.

Pilsen has seven traditional public schools and one charter K-8 elementary campus, one public middle school, one charter high school, one traditional public high school and five private schools (LM). Pilsen has many attractive job opportunities with its 900-acre industrial corridor that supports 11,000 jobs, including companies such as American Linen and DHL, with more tracts available for development. The Eighteenth Street Development Corporation will continue to develop Pilsen's economic potential.¹⁰ Pilsen's National Museum of Mexican Art (the nation's largest Latino Art institution) commemorates its proud Latino culture. The neighborhood is dotted with numerous Taquerias. Pilsen is attracting the younger and hipper crowd, evident through the frequent gallery walks, popular bars and restaurants. Popular spots are Skylark, La Catrina Cafe, Simone's and Thalia Hall. Eclectic stores are sprinkled throughout, such as Open Books, Modern Cooperative and Knee Deep Vintage (LP). Pilsen residents work mostly in service, sales, and office occupations *and get their local news from DNAinfo.com, chicago.everyblock.com and nextdoor.com.*

McKinley Park

McKinley Park is and has always been a family-oriented, working-class area. It developed in 1836 when Irish workers

¹⁰ http://www.newcommunities.org/cmadoes/Pilsen_QofL_2006.pdf

Domain 1: Parent and Community Engagement & Support

on the Illinois & Michigan Canal took squatter's rights to the land. Plants and brickyards were relocated to this area to help rebuild the city after the 1871 fire. The post-fire population growth of McKinley Park led to prosperity and diversity as new Industrial Parks in the northern section brought jobs to the area. These operations still employ local residents. Replacing Brighton Trotting Park, McKinley Park, after President McKinley who had just been assassinated when the park was opening, inspired a shift in park design across the nation. In recent years, old industrial warehouses have been converted to residences allowing McKinley Park to continue as a cultural melting pot. Today, local places of employment include the various restaurants and shops along Archer Avenue, 35th Street and on Ashland, and franchises such as Mariano's, Jewel, Target, Ace Hardware, and Walgreens.¹¹ Locals love Lindy's and Gerties on Archer (a combined enterprise of Gerties Ice Cream and the birthplace of Lindy's chili!). The consolidation of the Polish, German and Irish parishes in 2008 into Blessed Sacrament Parish is a fascinating testament to the forces of integration.

Residents have mostly service, sales, and office occupations. They can choose from diverse school options, including three charter and two public K-8 schools, one public middle school; its nearest high schools are Kelly, (overcrowded) Tilden and Air Force (underutilized). *They get the local scoop from brightonparklife.com, mckinleypark.news, DNAinfo.com, chicago.everyblock.com and nextdoor.com (A1.1.2).*

Chinatown

After the transcontinental railroad was finished in the west, Chinese workers migrated to Chicago and to the South Loop specifically. Racism forced them to move further south. In 1890, 25 percent of the city's 600 Chinese lived in an area called the Loop's Chinatown. After 1910, many Chinese moved to a new area near Cermak Road and Wentworth Avenue. By 1980, Chinatown expanded into Armour Square, and by 1990, into Bridgeport. In 2000 Chicago had 32,000 Chinese residents, 33 percent of whom lived in Chinatown and adjacent areas. As an accessible and culturally rich neighborhood, Chinatown has been a unique tourist attraction in Chicago. Chinatown has some fun facts, unrelated to its Chinese culture: In 1912 Jack Johnson, the first black heavyweight boxing champion, had a club called Cafe du Champion here; Old Comiskey Park hosted the first all-star game, which eventually became US Cellular field.

To accommodate its crowded population, the residential areas have mostly two-story structures and a few high-rises. Ping Tom Park is a beautiful open space with a popular playground. Chicago's Water Taxi docks at the park. Chinese neighborhoods share many of the same elements across the country, as cultural pride is displayed through its architecture, businesses, restaurants, and advertising. Visitors can get a full tour through the Chicago Chinese Cultural Center in Chinatown. A stop will likely be Pui Tak Center, once known as Chinatown's "city hall" with its beautiful traditional Chinese architecture. Chinatown's small businesses provide local jobs while serving residents and tourists.¹² Residents work predominately in service, production, sales, and office occupations (CD) *and get their local news from Chicago Chinatown Chamber of Commerce E-News, www.chicagochinesenews.com, DNAinfo.com, chicago.everyblock.com and nextdoor.com.*

CCA has compiled additional community research in Appendix 1.1.2 that we are happy to provide upon request:

- Socio-economic indicators
- Information on population trends, including a recent estimate of the total number of residents
- Most popular occupations
- Major Chicago employers
- Local businesses and non-profits
- Community newspapers
- Public and private schools in the area, highlighting instances of overcrowding within the schools or in the community as a whole
- Profile of CPS in the location and recruitment area

¹¹ <https://mckinleypark.news/neighborhood>

¹² <http://www.cct.org/wp-content/uploads/2015/05/ChinatownCommunityVisionPlan2013.pdf>

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NOTE: Appendix 1.1.2 is additional data, from additional sources, that may or may not be used in the RFP. This data is meant to enhance CCA's community knowledge. Many sources were researched, with sometimes differing stats and information.

1.1.3: Student Population

Provide an overview of the anticipated/target student population that includes:

- Anticipated performance levels;
- Anticipated demographics;
- Target percentage of special education students;
- Target percentage of English learners;
- Target percentage of homeless students; and
- Anticipated academic and social, emotional, and physical health needs.

Anticipated performance levels (incoming students)

We researched the performance of nearby open-enrollment public schools (traditional and charter) on the reading and math section of the NWEA MAP standardized test in the spring of 2016, as compared to national average scores. A 50th percentile score means the school scored the same as the national average (LM). In the first year of operation, our first through fifth graders will be transfers. We analyzed the K-5, K-8 & 6-8 schools in our location and recruitment areas. These schools NWEA scores range from severely below the national average (2nd percentile) to above the national average (>50th percentile).

We will have a wide range of abilities transferring in YR1 onward. We anticipate our incoming student demographics (details below) to be 40% from the location area, the South Loop; 50% total from the recruitment areas (Bronzeville, Bridgeport, McKinley Park, Pilsen and Chinatown); and 10% from the city outside our recruitment boundary. Our current 22 intent to enroll forms suggest 32% will come from the South Loop, 45% from recruitment area and 23% from city-wide. We will continuously reassess our projections as we receive additional intent to enroll forms and update our anticipated performance levels to ensure our staff is well-prepared

From the South Loop, many families are choosing a private option if they are unable to get a spot in South Loop Elementary. We anticipate these parents will submit an application to CCA. We also expect to get students that would otherwise go to National Teachers Academy. Thus, 40% of our incoming student body might reflect the performance levels of these two schools:

School	Reading Percentile	Math Percentile
NATIONAL TEACHERS	61	48
SOUTH LOOP	98	94

Families in our five recruitment areas, may be seeking an alternate option for a number of reasons, including poor school performance, safety, location, and educational philosophy. We believe students attending schools that are performing below national average are more likely to apply. Thus, 50% of our incoming student body might reflect performance levels of schools that are in our recruitment boundary and performing below national average:

School	Reading	Math	School	Reading	Math	School	Reading	Math
ARMOUR	62	42	GREENE	33	35	PILSEN	31	34
COOPER	30	34	HENDRICKS	28	27	SMYTH	15	14
DOOLITTLE	2	2	JUNGMAN	60	38	WALSH	46	39
DRAKE	16	7	MOLLISON	19	24	WELLS ES	43	39
EVERETT	41	43	NAMASTE	48	40	WHITTIER	26	15
FULLER	19	16	PERSHING	59	37	WOODSON	24	22

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GREENE 33 35

In addition, we anticipate 10% of our enrollment from families who reside across the city and are intentionally seeking a tuition-free classical option or families that are applying to multiple schools within the district. These families are deeply invested into their child's education, but may not be in a financial situation to afford a private option or to prepare their student for a magnet school test. We expect these students to perform above the national average. Though these students will generally perform above average, we expect a wide NWEA Attainment Percentile Range (50-94%) among this cohort. We believe the distribution will favor the lower end of this range in the first few years. Year to year, CCA's performance and reputation will grow, thus we anticipate applications from a higher percentage of students from the top percentiles (>75th). Our recruitment efforts will favor students in socio-economically disadvantaged areas to ensure those parents are aware and able to apply if they decide the classical option is right for their family. Given this projected increase in higher achievers, we anticipate our new student attainment percentile range to widen from year to year. Our anticipated ranges from year to year are as follows:

NWEA Attainment Percentile Range

Area	YR1 G1-5 TF	YR2 G1-6 TF	YR3 G1-7 TF	YR4 G1-8 TF	YR5 G1-8 TF
Location (South Loop) 40% of incoming students	61-94 Reading 48-94 Math	61-94 Reading 48-94 Math	61-94 Reading 48-94 Math	61-94 Reading 48-94 Math	61-94 Reading 48-94 Math
Recruitment (5 Neighborhoods) 50% of incoming students	2-63 Reading 2-48 Math	2-70 Reading 2-60 Math	2-75 Reading 2-65 Math	2-80 Reading 2-70 Math	2-85 Reading 2-75 Math
City-wide 10% of incoming students	50-70 Reading 50-70 Math	50-70 Reading 50-70 Math	50-80 Reading 50-80 Math	50-90 Reading 50-90 Math	50-99 Reading 50-99 Math

Anticipated demographics

Given the diverse recruitment area selected, CCA expects to have a neighborhood representation of 40 percent from the South Loop, 50 percent (10 percent each) from the recruitment neighborhoods, and 10 percent from non-recruitment and non-location neighborhoods. Thus, our anticipated demographics are as follows based sources cited in 1.1.1 and CPS demographics¹³:

White alone 25%	Black alone 20%	Asian alone 20%	Hispanic 20%	Other 15%
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Target percentage of special education students;

Based on our location and integrated school vision, we expect our average SPED enrollment percentage to reflect the overall CPS average. The diverse learners in the two core schools in the South Loop, South Loop Elementary and National Teachers Elementary, comprise 5.4% and 10.3% of their respective student bodies. Given this range and the additional students we expect to enroll from the surrounding neighborhoods, we expect that our diverse learner population will not deviate significantly from the CPS average. Thus, CCA expects around 13% (CPS = 13.66%) of student population to need special education services.

Target percentage of English learners;

CCA looked at CPS' demographics (below) to gauge our percentage of EL's. Considering South Loop Elementary percentage of EL's (9.5% for 2015-2016) as a conservative estimate, assuming most EL's are Asian and Hispanic, and comparing CPS' Asian and Hispanic racial makeup (50%) to our Asian and Hispanic racial makeup (40%), CCA expects no less than 9.5% EL and no higher than 15% of the student population will need EL services.

CPS' Student Racial Makeup with 17% EL:

African American: 37.7%	Asian: 3.9%	Hawaiian/Pacific Islander: 0.2%	Hispanic: 46.5%
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¹³ http://cps.edu/About_CPS/At-a-glance/Pages/Stats_and_facts.aspx

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Multi-Racial: 1.1%

Native American/Alaskan:
0.2%

White: 9.9%

Not Available: 0.5%

Target percentage of homeless students; and

Based on our expectation to enroll 40% of students that live in the South Loop (target location), which has a small homeless population, we expect our averages will be lower than the overall CPS average. Thus, CCA expects less than 4% (4.8% = CPS) of student population to be identified as homeless¹⁴.

Anticipated academic and social, emotional, and physical health needs.

CCA is opening K-5 and growing 1 grade per year. Thus, our first 3 years of operation will entail more academic challenges than we anticipate will be ongoing (besides students that transfer in). As the initial Kindergarten cohorts progress through the school, less remediation will be necessary. Given the language-focused core curriculum, we do not anticipate that our Kindergarten and 1st grades will require intensive remediation. In the first three years of operation, we will focus on ensuring that all transfer students in are at or above grade level. CCA's anticipated academic remediation needs in the first three years of operation are primarily for students in 2nd, 3rd 4th, 5th, 6th, 7th grades.

Our students will come from diverse background and some will face a number of social and emotional needs, including unpredictable living situations, ups and downs of parent's income and job stability, fear of insecurity, hunger, lack of attention and affection at home, lack of a two-parent household, and abuse and neglect. CCA will provide support and structure to students who need it most, helping them thrive and grow. We expect that some of our students will have a variety of physical health needs as well, including poor diet, idleness, too much screen time, fetal alcohol/drug syndrome, lack of fresh-air/free outdoor play, childhood obesity, fatigue, and allergies. The health and wellness of every child is a core part of our mission. Our school schedule allows for ample recess as well as a robust Physical Education program. The School Counselor will serve to address individual child needs that impact their ability to learn.

Community Outreach

It takes a village to raise a child: CCA believes community input and support are crucial to the design and success of the school. We have already begun community outreach in the South Loop and the specified recruitment areas. Our outreach to date has been:

- Gathering parent surveys (87)
- Holding informational sessions (6)
- Delivering fliers to local businesses (over 1000 distributed)
- Social media (including Facebook advertising, Everyblock)
- Building relationships with local schools, non-profits, businesses and organizations
- Visiting community parks
- Informing daycares and residential centers and asking them to announce to their parents

We have a robust community outreach plan (see Appendix 1.1, available upon request and briefly discussed below) that will run from May 1, 2017 until approval. The community support has been inspiring, parents have been eager and excited for a classical option for their children.

Section 1.2: Community Outreach

Brief overview of past and future outreach (complete discussion will be submitted in Tier II)

CCA is a community-driven school. One of our founders is a parent of a Westinghouse High School junior and three young girls, thus from inception, the parent's perspective has been a driving force in our design. CCA has involved

¹⁴ <http://www.chicagohomeless.org/faq-studies/>

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parents and community members from the beginning. The following list articulates our past and current community outreach activity.

- Surveyed 89 parents on what they want in a school
- Delivered fliers to over 50 businesses in location and recruitment areas
- Held information sessions at local libraries
- Contacted 20 property managers of South Loop condos
- Met with 4 pastors of churches in location and recruitment area; including announcing to 2 congregations
- Introduced CCA to all Alderman in recruitment boundary
- Met with Alderman Dowell's staffers
- Met with Alderman King
- Met with Alderman Solis
- Presented to Prairie District Neighborhood Association Board
- Presented at Greater South Loop Association meeting
- Met with Board member of South Loop Association
- Introduced CCA to all public and private elementary schools in location area
- Delivered over 2,000 fliers at local businesses and restaurants
- Informed South Loop Mom's N Tots
- Delivered fliers to 12 daycares in the South Loop
- Introduce CCA to 19 daycare managers in the South Loop
- Posted frequently on EveryBlock about CCA's intent to apply in location and recruitment areas
- Had 3 articles written about CCA: Chicago Tribune, South Loop Living and DNAinfo
- Mailed 4,774 postcards to Chicago residents within a given radius of the South Loop announcing CCA
- Polled 319 Chicagoans via robocall system on their interest in classical (landline required)
- Hosted "debut" event on January 6, 2017 at CityPoint Lofts in the South Loop
- Email monthly newsletters on CCA (list size = 344)
- Facebook presence (126 follows, 122 likes)
- Introduced CCA to State Reps

CCA looks forward to these ongoing community outreach efforts. We have a strategic plan to ensure the community, both location and recruitment, is aware of our intent to open a classical, liberal arts school in their area. Through our outreach CCA seeks to empower families and community members to advocate for what they want in educational offerings, be it in our favor or not. We know awareness is a first step of this, which is why we have been sharing our dream for the last two years already.

Our community outreach plan in brief is articulated below. The full detailed breakdown is available upon request.

- Attend weekly ward 3, 4, 11, 25 constituent night and town hall meetings
- Visit Chicago Women's, Fosco, Sheridan, McKinley, Ping Tom Memorial, Ellis, McGuane parks during age relevant program times
- Local church announcements (place in bulletins/email to congregants/announce on Sunday)
- Deliver fliers to local businesses in recruitment boundary
- Deliver fliers to day cares in recruitment boundary
- Attend recruitment area neighborhood block parties
- Attend recruitment area neighborhood special events
- South Loop Moms N Tots and other mother orgs- present at their gatherings
- Mail letters to SL Condo Property Managers
- Obtain 120 total Intent to Enroll letters
- Receive 50 total Letters of Support
- Gather 200 total Parent Surveys
- Meet with all location school principals and many recruitment school principals
- Presentation with location and recruitment area neighborhood associations (PDNA, GSLA, PNCC)

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- Door to Door canvassing in recruitment boundary
- Meet with State Reps and Congressmen
- Meet with key community players in location and recruitment areas
- Take a group of families to a sister classical school
- Reach out to Easter Seals in the South Loop
- Reach out to New Moms and other family support organizations
- Hold pop-up classrooms to deepen families understanding of classical method

We look forward to meeting more community members, hearing what they want in a school and gaining future families of CCA.

Section 1.3: Community and Family Support

To be submitted in Tier II

Domain 2: Academic Plan

Section 2.1. The School Model:

The proposal explains who the school will serve; what it will accomplish in measurable terms; and describes the methods it will use to help students achieve defined student outcomes.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *A succinct, clear, and compelling mission statement that:*
 - *Is focused on high educational outcomes for students*
 - *Reflects priorities that are meaningful, manageable, and measurable*
 - *Reflects the targeted student population*
 - *Is consistent with the purposes outlined in the Illinois Charter Schools Law (105 ILCS 5/27A-2(a))*
 - *Indicates what the school intends to do, for whom, and to what degree*
- *A vision that articulates what the school will accomplish in the near term and future, with concrete examples of anticipated student outcomes*
- *An educational philosophy that reflects the design team's core beliefs and priorities for educating the proposed student population*
- *An overview of the key design elements that explains how it is appropriate for and likely to result in improved educational performance for the targeted student population, including at-risk students*
- *(If proposing a Next Generation blended learning model: a compelling rationale for the scope and design of blended learning strategies, which is rooted in the needs of the student population and aligns with the educational philosophy)*

2.1.1: School Mission

Provide the mission statement that defines the core purpose(s) or outcomes and priorities of your school. Include your target population and proposed grade levels.

Our mission is to establish a K-12 classical charter school in the greater South Loop, providing a rich, classical liberal-arts curriculum with a strong civics and character component coupled with a commitment to the overall health and wellness of every child. We believe that all students benefit from a structured, content-focused curriculum, and, with open enrollment, we hope to offer the benefits of a classical education to any family that seeks this option.

It is our intent to open with grades K-5, adding grades 6th, 7th and 8th in years 2, 3 and 4, respectively. In addition, we will be submitting an application for a high school extension in year three of operation. We will be recruiting from South Loop (Near South Side), Bronzeville (Douglas), Chinatown (Armour Square), Pilsen (part of Lower West Side), Bridgeport and McKinley Park to build a strong, diverse student body. We intend to apply for an additional high school charter in YR3 of operation.

CCA will develop within its students the intellectual and personal habits and skills upon which responsible, independent, and flourishing lives are built; we hold the firm belief that such lives are the basis of a free and just society. CCA will strive to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child's humanity with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy direct student achievement toward mastery of the basics, exploration of the arts and sciences and understanding of the foundational tenets of our heritage. The curriculum by purpose and design is a survey of the best, intellectual and cultural traditions as they have been developed and refined over many generations.

The classical content of our curriculum refers to those traditional works of literature, history, and philosophy that embody perennial truths of the human soul and which remain compelling because they present these truths in memorable, or beautiful, ways. These classics are admired not because they are old; rather they are admired because they have continued to ring true with people of many eras, cultures, and tongues. The classics provide the most thoughtful reflections on the meaning and potential of human life. They introduce students into a conversation which spans centuries and millennia and seeks to address the ageless questions of the human heart and mind.

Domain 2: Academic Plan

In *How to Read a Book*, Mortimer Adler delved into the core of what reading and comprehension truly are. To understand one another we must learn a rich and varied common vocabulary (grammar), we must learn to identify propositions in an argument (logic), and we must critically judge and engage with our world and heritage. Grammar, Logic and Rhetoric are indispensable tools to further human learning and communication. "To regard anyone except yourself as responsible for your judgment is to be a slave, not a free man. It is from this fact that the liberal arts acquire their name."

Our aim is to provide a liberal education not geared toward a specific trade or profession, but one that aims at understanding the highest matters and the deepest questions of Truth, Justice, Virtue, and Beauty.

A classical education is defined by both content - a thorough and cumulative study of the liberal arts - and by method - a traditional approach to teaching that relies on a child's natural stages of mental development. There are five key elements to our classical approach:

Liberal arts: In classical antiquity, grammar, logic and rhetoric were considered essential knowledge for an active civic life. Throughout the K-12 program, CCA teachers will emphasize the mastery of basic content (grammar), development of abstract thought (logic), and the art of expression (rhetoric). Within this framework, students will be introduced to the great works of art, music, and literature, to heroes and to legends, to scientific discoveries that have advanced our civilization.

Language-based approach: This is a language-based curriculum. Students learn by reading, writing and speaking. From an early age, students are taught grammar and composition, precision in word choice, and proper form. Language will figure heavily in all academic areas: art and music instruction, science (science biographies) and history (original texts and documents). Latin instruction will help students master English vocabulary, further their understanding of grammar and develop discipline and structure in composition.

Structured curriculum: History is used as organizing principle that structures knowledge from all disciplines into one sensible whole. Literature, art, and science are all studied through a historical lens, helping students build a clearer understanding of the thematic connections in the material being covered. The strong foundation in history allows students to integrate new information into an organized framework.

Civics: A strong civics component throughout the K-8 program ensures that all students graduate with a clear understanding of American history, government and individual rights and responsibilities. Students will study our form of government and the underlying philosophy, will read the original founding documents, study landmark judicial cases, and delve deeply into the U.S. Constitution.

Character: Lastly, a classical curriculum cannot exist without a moral component. Character development will be infused throughout the curriculum, and students will be encouraged to emulate the virtues of the heroes and heroines, scientists, explorers, and historical figures they encounter throughout their studies.

Classical education upholds a standard of excellence and has proven itself over the course of time. We believe CCA's high standards and research-based curriculum will provide students a rich and robust education that will challenge them to excel not only in academics but in character development. Students will graduate from CCA as highly literate, knowledgeable, and ethical citizens who are well prepared to be responsible members of their families and communities.

K-12 model

After studying a number of charter schools in Chicago and around the country and consulting with BCSI staff, we concluded that the plan proposed above assures the best chance for long term success and the realization of our vision. Financial viability requires a critical mass of student population to be solvent. The temptation to over commit is strong but potentially risky. Our plan is to solidify our program one year at a time growing from K-5 in year one to a K-12 school, excelling in academics, clubs, the arts and sports. We want to provide a solid foundation which is scalable to K-12 but limit growth to maintain manageability and a collegial atmosphere. We also believe that the benefits of a co-located K-12 campus are highly beneficial for all students...¹⁵

¹⁵ The Hamilton Project, *Organizing Schools to Improve Student Achievement: Start Times, Grade Configurations, and Teacher Assignments*, Sept. 2011 Jacob and Rockoff

Domain 2: Academic Plan

2.1.2: Key Design Elements

Provide a clear and concise overview of the proposed charter school model, highlighting the key design elements, i.e., those aspects of the school model critical to its success, including:

- *An explanation of how the key design elements reflect the school's mission, vision, and educational philosophy;*
 - *An explanation of how the school model aligns with community assets and needs, including any need to improve educational outcomes in the community; and*
 - *A clear rationale for the key design elements, citing research and evidence of success with similar student populations or, for innovative or untested models, a strong rationale for the likelihood of success.*
 - *The mission and philosophy informs the time allocation across all levels of the curriculum.*
-

Classical education for a diverse city

Many schools and institutions have sought to overcome the segregated nature of Chicago's neighborhoods and culture through an emphasis on diversity. However, diversity alone is not sufficient. True integration leads to an exchange of ideas, to learning from one another, and to building a true multi-cultural identity. CCA believes in the possibility of an integrated school, one that "invites all children to become active, effective members" of our shared community. By teaching core virtues and a shared body of knowledge, our students will grow to become thoughtful and ethical American citizens. Our goal is to develop independent, critical thinkers who strive for human excellence, which is the ultimate purpose of a classical, liberal arts education.

The South Loop and its neighbors (Bronzeville, Pilsen, Chinatown, McKinley Park and Bridgeport) allow for students from very diverse backgrounds to have access to CCA. The Core Knowledge sequence, supplemented with math and literacy programs, is designed around the philosophy of closing the knowledge gap and desegregating education. CCA believes that our educational model will create a school where diversity is respected, our shared heritage is honored and integration is realized.

Key Design Elements

CCA will provide students a rigorous and complete education that will challenge them to excel both in learning and in character. This classical educational program will succeed through the academy's high standards and curriculum, supported by a well-regulated campus. The goal of CCA is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community. The curriculum has been carefully selected to facilitate those goals.

CCA will collaborate with Hillsdale College's Barney Charter School Initiative (BCSI) in design and execution of the educational program. BCSI has collaborated with more than a dozen other classical schools on this same task, including two schools in the Midwest, and has developed a curriculum that has shown success across a wide variety of student backgrounds. Their curriculum is characterized by a strong emphasis on language, content-richness in all subjects, a strong core curriculum, and a focus upon the historical, literary, and scientific traditions of the United States and of Western civilization at large.

Classical Education upholds a standard of excellence and has proven itself over the course of time. We believe CCA's high standards and research-based curriculum will provide students with a rigorous traditional education that will challenge them to excel not only in learning but in character development. At CCA, high academic achievement, personal discipline, ethics and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students will graduate from CCA highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

To achieve our mission, CCA will emphasize an education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools, which include:

- **The Core Knowledge Sequence** (a specific, grade-by-grade core curriculum of common learning)
- **Riggs Institute's** (*The Writing & Spelling Road to Reading & Thinking* as supplemented by content from Access Literacy, LLC) for teaching "explicit" phonics, reading and language arts.
- **Singapore Math** (a conceptual approach to mathematical skill building and problem solving.)

Domain 2: Academic Plan

- Teachers will be equipped to train upper level students in **Socratic Seminars** to encourage intelligent, logical, and independent thinking.

Core Knowledge, Riggs and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years. Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills and rich content, teachers can not only effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at or above grade level.

Several unique innovations characterize CCA:

1. All students in grades four and five will be informally introduced to Latin roots which have been demonstrated to improve reading comprehension and vocabulary and bolster performance in all subjects. Formal study of Latin will begin in grade six.
2. Upper level (7-8) students will study history mainly through primary source documents to foster analytical skills and essential insight into our culture and heritage.
3. All students will be trained in study skills such as time management, organization, and note taking that are essential for building stamina for further academic pursuits.
4. The program to introduce and instill virtues of character in the lower grades (K-6) through Six Pillars of Character (courage, courtesy, honesty, perseverance, self-government, and service) as complements to the four classical virtues (temperance, fortitude, justice, and prudence).
5. CCA is not defined solely by its academic rigor, but also by its commitment to the overall health and wellness of every child, including Physical Education

CCA's curriculum was selected specifically to meet the needs of all students within the city of Chicago, and we expect a population of students from diverse backgrounds and with diverse learning abilities. Our curriculum is time-tested and researched based, and has been successfully implemented for students from academically, socially, and economically-varied backgrounds.

In addition to academics, CCA will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the school will define a standard of behavior using Six Pillars of Character (courage, courtesy, honesty, perseverance, self-government, and service) as complements to the four classical virtues (temperance, fortitude, justice, and prudence). Emphasis upon these standards of excellence will help students learn and develop virtuous behavior alongside patterns of thought and conduct based on high moral standards.

Pedagogical approach:

CCA seeks to provide a rigorous curriculum that uses time-tested instructional approaches with proven track records of success. CCA believes the greater goal is to produce students who communicate effectively, are virtuous, possess cultural literacy, and are active and productive members of American society. In order to accomplish this valuable goal, we propose to use time-honored instructional methods, whose results speak volumes. These methods are the cornerstone of classical education and support mastery of the Illinois Learning Standards. They are as follows:

- *Explicit and Systematic Phonics Instruction* - Through the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Scientific research supports this method.¹⁶
- *Explicit English Grammar Instruction* - Using tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to communicate more clearly on

¹⁶ Stuebing, K.K., Barth, A.E., Cirino, P.T., Francis, D.J., & Fletcher, J.M. (2008). A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant. *Journal of Educational Psychology*, 100 (1): 123-134.

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all levels. The more they learn about the English language and its structure, their ability to easily and fluently express more complex thoughts becomes evident.

- *Ability Groupings* - Instructional supports and strategies are most effective through the use of flexible Ability Groupings in the core subjects of Reading, Writing and Math. To best differentiate instruction, providing individualized supports for all learners while maintaining the same expectations of outcome, Ability Groupings will allow CCA to tailor instructional techniques and class time to meet the needs of all students. Students will be placed into Ability Groupings upon admission using initial assessments that indicate strengths and weaknesses. Students will be moved across groupings as additional assessments suggest. Students are responsible for mastery of the same skills and concepts and are required to take the same assessments regardless of grouping. Using differentiated instructional strategies will enable teachers to optimize the learning of all students.
- *Utilization of Primary Source Documents* - Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as books. Although sometimes life lessons (like motives, ethics and “cause and effect” for example) are not necessarily obvious or easy to define, primary sources can bring them to life. They reflect events and experiences that actually occurred and introduce students to the individuals who lived them.
- *Teaching of Study Skills* - Time management, organizing, memory techniques, note-taking, and outlining will be emphasized throughout CCA and integrated throughout the curriculum to equip students for higher learning. Developing stamina for challenging and complex work is imperative for the promotion of a strong work ethic.
- *The Socratic Method* - The use of direct, intentional questions to guide students’ understanding of problems and their solutions will be a fundamental part of instruction, particularly in literature and history courses.

The two primary instructional strategies employed at CCA will be the lecture and the Socratic method/discussion. The Socratic discussion is the ideal mode of classical instruction, but the founders of CCA are under no illusion that young and inexperienced students can immediately partake in or profit from such a discussion. Teacher-led discussion will help to model inquiry and analysis for students as a way of preparing them to engage in more open Socratic discussion in high school.

Projects, student-led discussion, student-led inquiry, and other popular modes of instruction will have a place at CCA, but only within the broader context of the mission, curriculum, and school culture. This emphasis is consistent with the tradition of classical education and with the content-rich curriculum from Core Knowledge (and other sources) that the school will employ.

Program features that support diverse student populations and further student growth:

The school will provide differentiated instruction in at least two main areas, math and literacy, with the possibility of providing differentiated instruction in other areas on a case-by-case basis. In math, the school will group students by ability. This will require a common math period for all K-6 students and possible schedule changes for 7-8 students. Students will be assessed after several weeks of math instruction, and this assessment will provide teachers with both a baseline of student learning and a significant metric for placing students into ability groups. Ability grouping is a significant part of the Singapore Math program, and helps to ensure that students receive the foundation in math that is necessary for understanding upper-level math.

CCA will also provide some differentiated instruction in its literacy and reading curriculum. The Riggs program is quite similar to the Orton Gillingham¹⁷ and Spalding programs¹⁸ employed by many schools for reading remediation. By using this program with all students, we expect to meet many student literacy problems before they develop. And students who are reading and writing at a slower pace than their grade cohort will be automatically trained in the language of instruction used in reading remediation—and they will receive remediation as problems are identified.

¹⁷ <https://www.orton-gillingham.com/>

¹⁸ <http://www.spalding.org/>

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Outside of mathematics and literacy, CCA will use differentiated instruction on a case-by-case basis. The Core Knowledge Sequence allows for a significant amount of latitude with regard to particular topics and works of literature. Students who are capable of work above their grade level may be given the option to read additional works of literature, read adapted works in an original or longer form, or study history and science content in a more comprehensive form (e.g., by reading upper-level texts or receiving instruction from upper-level teachers). Students who are behind their grade cohort will certainly receive whatever instructional aides are called for by an Individualized Education Plan (IEP).

Students with or without an IEP may also receive various instructional helps in the form of adapted reading assignments (or shorter adapted works of literature) or other help as identified by the teacher and administrator. In all cases where differentiated instruction is offered to students performing below grade level, the intent of the differentiated instruction will be to bring student performance up to grade level standards.

Section 2.5.3 of this application describes in detail our strategy to identify and address student learning deficiencies through the Multi-Tiered System of Supports. Highly effective teachers will intentionally use all these strategies to engage students including those performing below grade level in maximizing their benefit from the curriculum.

Low performing students will also be identified through the use of our assessment and diagnostic tools. Students who score below grade level will be given extra support to reach grade level within the classroom, such as small group setting and differentiated instruction, as well as pull out instruction.

Homework and classwork help will be offered during specific study hall hours throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide structured practice environment and further feedback. When learning gains are not progressing at an appropriate rate, we will provide for tutoring. These sessions will be applied to those students requiring extra intervention to bring them up to grade level expectations. Tutoring will be provided through partnerships developed with organizations including, but not limited to, Americorp, Jesuit volunteer corps and TFA, as well as by CCA teachers and staff.

In 2011, the Mayo Clinic released a study of almost 6,000 students who were studied to report the incidence of learning disabilities in students. The study concluded that over 80 percent of children identified as having learning disabilities have their primary academic problem in reading. The World Federation of Neurology defines reading disability as a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence and sociocultural opportunity. The actual incidence of reading disability representative of the total population is estimated to be at 5.3% to 11.8%, depending on the definition used to establish it, and more common in boys than girls. "These data demonstrate that reading disability is common among children and should be included among the differential diagnoses considered in children having problems with learning."¹⁹

Students presenting academic difficulty need programs that address remediation directly and target specific deficiencies. The Riggs method addresses virtually every student's learning style through a time-tested, multi-sensory, brain-based approach. Riggs is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Riggs provides a strong foundation for students who exhibit academic progress, and will be an effective remedial program for students with academic challenges. EL students will also benefit because Riggs provides limited concepts at a given time and is practiced until students achieve mastery. We believe one of the best forms of remediation is through a solid phonics program.

A 2007 longitudinal study led by Dr. Greg Duncan of Northwestern University concluded that early literacy and math skill acquisition is the greatest predictor of later learning²⁰. By choosing sound research-based programs like Riggs and Singapore math, coupled with a classical curriculum that, by definition, is a literacy-focused curriculum, we propose to provide students with these skills early on to ensure a successful academic future.

¹⁹ Mayo Clinic (2001). Mayo Clinic Study Finds Higher Incidence Rate of Reading Disability Among Boys. *ScienceDaily* 15

²⁰ Duncan, G.J., et. al. (2007). School Readiness and Later Achievement. *Developmental Psychology* 43 (6)

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Section 2.2 Program of Instruction

The curricula will help students become critical thinkers, effective communicators, and responsible global citizens.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *A convincing rationale for the chosen learning standards (attached to the proposal)*
- *A clear description of and rationale for the selection of curricula in each grade level and major subject area to be served*
 - *For curricula already developed: Persuasive research-based evidence and/or rationale for success of curriculum with target student population*
 - *For curricula yet to be developed: A thorough, detailed plan for curriculum development, citing who will be responsible for key tasks, their relevant qualifications/experience, and a realistic schedule with clear tasks and deadlines*
- *A sound explanation of how teachers will know what to teach and when to teach it, including a description of the resources that will help support teachers' instructional planning and implementation*
- *All sample curricular materials requested for the appropriate grade levels and subjects*
- *Clearly explains policies for promoting students from one grade level to the next, citing criteria for promotion and retention*
- *Specific graduation requirements with clear rationale for their selection*

2.2.1: Academic Standards

Identify the educational standards by subject area and grade level that will guide your school's academic program. Explain your rationale for choosing them. Include your chosen standards as an attachment, or provide a link if publicly available.

The Core Knowledge Sequence

We have chosen the Core Knowledge sequence because of the emphasis on rich content and cultural literacy. Students must be exposed to the fundamentals in history and geography in order to succeed in today's competitive, knowledge and skills-based economy. We believe this approach reflects the core goal of the Illinois Learning Standards for Social Science:

"The Illinois Social Science Standards are designed to ensure that students across Illinois focus on a common set of standards and have the opportunity to develop the knowledge, dispositions, and skills necessary for success in college, career, and civic life in the 21st century. The vision supporting this design is to produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate. Teachers can facilitate this process by giving students opportunities to work collaboratively as well as individually."

The content-rich approach of Core Knowledge will specifically address the gaps that the ILSSS noted:

"Authentically trying to find a place for the social sciences in a busy school day has resulted, at best, in "covering" content—at worst, in students not being taught social studies content at all. Neither of these outcomes works toward the achievement of the levels of citizenship development necessary to sustain and build a healthy democracy."

In 1986, Hirsch founded Core Knowledge (CK) based upon his idea of "cultural literacy:"

Since its inception, the mission of the Core Knowledge Foundation has been to "provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them." Core Knowledge is dedicated to the principle that every person benefits from a common knowledge base, while recognizing differing traditions and cultural contributions.

The CK Sequence has evolved from the field testing and consensus building that began in 1990. CK is the result of research into the content and structure of the highest performing elementary school systems around the world. The Core Knowledge Sequence is a grade-by-grade guide of specific topics in history,

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geography, literature, visual art, music, language, science and mathematics. The CK curriculum aims to achieve the following goals:

- *Foster autonomous and knowledgeable citizens;*
- *Provide every student an equal opportunity;*
- *Foster community through a shared body of knowledge.*

Core Knowledge philosophy holds that these goals are intertwined and dependent upon common knowledge, which enables people to communicate with fellow citizens.²¹

Core Knowledge History and Geography (CKHG) curriculum is aligned with the Common Core, and a thorough alignment comparison has been completed for all expanded units (CKHG Grades 3-5) currently available from the Core Knowledge Foundation (see Appendix 2.2.1).

We have mapped this alignment for Illinois Learning Standards for Social Science (ILSSS) for a sample unit in Grade 3 (see Appendix 2.2.1). We are committed to ensuring that our students meet and exceed state standards and will continue to align the rest of the curriculum with ILSSS (as indicated in the start-up plan in section 3.1.2).

The literature base of our K-8 program comes directly from the readings and lessons of Core Knowledge. Language Arts instruction will also come with the Riggs explicit phonics program which functions also in the area of grammar, syntax, composition, spelling, and vocabulary. The aforementioned skills are critical components of the Illinois Learning Standards, and we believe this complement to Core Knowledge will offer a superior, literacy-based reading and writing program. See Appendix 2.2.1 for English Language Arts (ELA) alignment with the Common Core standards.

For instruction in science, CCA will also use the Core Knowledge Sequence and supplement with additional material, including but not limited to, ScienceSaurus in grades 1-5, Delta Science Content Readers series in grades 2-5, Pearson/Prentice Hall Science Explorer series starting in grade 5. Our approach and the Core Knowledge sequence mirror the underlying philosophy of the Illinois Learning Standards: "rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education."

The Core Knowledge Science Sequence (CKSci) is aligned with NGSS; the foundation is continuing to develop comprehensive Teachers' guides. The guides that include standards alignment are included in Appendix 2.2.1. We are committed to ensuring that our students meet and exceed state standards. If the entirety of the CKSci sequence is not aligned by March of 2018, the Principal in conjunction with the Design Team and select advisors will complete the alignment internally. (As indicated in the start-up plan in section 3.1.2).

Singapore Math

Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore. Educators in the United States began implementing Singapore Math in 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks are designed to build a deeper understanding of mathematical concepts as opposed to just definitions and formulas. Professional development accompanies Singapore programs so teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on problem solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points, the National Mathematics Advisory Panel, and the proposed Common Core State Standards.²²

Singapore Math is aligned with the Common Core State Standards. See Appendix 2.2.1

We believe that measuring student progress against standards is an effective way to measure school growth and teacher achievement. As stated in the start-up plan, we will complete the curriculum alignment process by June of

²¹ The source of this section is the Core Knowledge Foundation. 1999. The Core Knowledge Sequence. Charlottesville, VA.

²² <http://www.singaporemath.com> - Singapore Math Method

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2018 to ensure that all professional development and teacher materials reflect this alignment and properly train the staff on how to measure it.

2.2.2: Curriculum

Describe the school's curriculum for each subject area and instructional level, along with rationale for the curriculum development or selection decisions.

Applicants must address the following:

- *Describe the curricula for your proposed school in the core subjects of reading/ELA, math, science, and social studies. Explain the rationale for your curricular choices, such as textbook selection and supporting materials by subject. Provide evidence that any selected curricula are research-based, standards-aligned, have been effective with students similar to those the school expects to serve, and will keep students on track for college and career readiness.*
- *Identify the full sequence of subjects/courses that students will be required to complete and the exit standards necessary to graduate from your school. Include any optional subjects/courses.*
- *Provide a detailed timeline for the selection and development of additional curricula (in any areas where it is not already fully developed). If the school will develop the curriculum, detail the responsible staff, the development process, key milestones, and the status of the development process.*
- *Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning. Identify who will be responsible for creating or selecting these resources.*

Please see Appendix 2.2.2. for

- *An overview of the curriculum for each subject/course and level, including:*
- *Samples of the following curriculum resources:*
 - *A Curriculum map*
 - *A Unit plan; and*
 - *A Lesson plan.*

The curriculum of CCA will be based on the curriculum devised by the Barney Charter School Initiative at Hillsdale College. That curriculum is based in part on the curriculum and the success of Ridgeview Classical School in Fort Collins, Colorado, a nationally-recognized leader in charter schools. Dr. Terrence Moore helped develop the curriculum at Ridgeview Classical School (as school principal) prior to bringing his experience and curricular insight to the Barney Charter School Initiative (BCSI). Since that time, BCSI has collaborated with 17 charter schools throughout the nation, including schools in Florida, Texas, Colorado, New Mexico, Arkansas, Michigan, Indiana, Georgia, and Nevada. Their experience with these schools continues to inform the curriculum and any curricular changes. BCSI provides initial teacher training in their curriculum, continuing professional development each summer, and annual updates to their curricular and resource recommendations. Their collaboration offers schools the kind of information and experience that is ordinarily available only to large charter management organizations, but without the bureaucratic costs and institutional inertia that accompany CMOs and similar organizations. The collaboration between CCA and BCSI will focus on curriculum and consultation. BCSI is primarily interested in helping charter schools to develop and use good curriculum and instruction, and has no direct financial interest in CCA or any other affiliated schools.

Curricular approach

The curricular approach we will use begins with the rudiments of basic literacy and math skills and continues in a coherent and orderly fashion to the higher orders of knowledge, thought and expression. In addition, the curriculum includes a strong civics component that will equip students to understand, articulate, and practice the principles on which this country was built, such as liberty, equality, natural rights, Constitutionalism, the rule of law, and self-government.

Classical education emphasizes a study of liberal arts, including the humanities, math and sciences, and the fine arts, with the view that education is about developing the whole person. A classical approach also supports the pursuit of knowledge for its own sake, as a key to living a life of goodness, truth, and beauty.

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At its core, classical education is:

- **Systematic:** Adherence to a clear process allows for effective coordination of instructional resources and for measurement of student progress toward goals. Systematic study also allows the student to join what Mortimer Adler calls the 'Great Conversation' — the ongoing conversation of great minds down through the ages.
- **Rigorous:** To proceed through stages, students must master the expected material or skills inherent in each stage. Rigorous study develops virtue in the student. Aristotle defined virtue as the ability to act in accordance to what one knows to be right. The virtuous man (or woman) can force himself to do what he knows to be right, even when it runs against his inclinations. The classical education continually asks a student to work against his baser inclinations (laziness, or the desire to watch another half hour of TV) in order to reach a goal – mastery of a subject.

The basis of our curriculum in K-8, is the Core Knowledge Sequence, prepared by the Core Knowledge Foundation and used widely across the United States for well-over twenty years. Following BCSI recommendations, CCA will supplement the Core Knowledge Sequence with the literacy program developed by the Riggs Institute, *The Writing & Spelling Road to Reading and Thinking*. BCSI, in collaboration with literacy experts at Access Literacy, LLC, recommends a few minor adaptations to the Riggs Program to improve implementation of the program; CCA will make use of these adaptations and this overall program. The Well-Ordered Language Sequence by Tammy Peters and Daniel Coupland will be the basis for formal grammar instruction in the upper elementary grades. In grades 7-8, the CK Language Arts sequence will be supplemented with Get Smart and Stay Smart by Elizabeth O'Brien. CCA will supplement the Core Knowledge Sequence in mathematics by using the Singapore Math curriculum from grades K-8 (advanced 8th graders may be offered a high school level Algebra course). CCA will also include instruction in Latin, beginning on a formal basis in 6th grade preceded by the teaching of Latin and Greek roots in grades 4 and 5. CCA's curriculum with the supplemental programs has proven to be successful for all students, including special needs students and English Learners (EL).

CCA will adopt a curriculum with a core focus on science, math, English language arts, and history. Second to these four cores, though integral to the curriculum, are the subjects of art, music, and foreign language.

The curriculum for Kindergarten through 8th grade will be the Core Knowledge Sequence published by the Core Knowledge Foundation. This sequence was developed to provide comprehensive order to K-8 education, with the intention of training students in the art, literature, science, history, math, and language that form their cultural and intellectual inheritance. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States. In its ninth and current edition, the sequence aligns with Common Core and Illinois State Standard, full alignment pending (see Appendix 2.2.1).

The Core Knowledge Sequence is based upon E.D. Hirsch's idea of cultural literacy, which makes it the ideal curriculum for a classical school. The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics to be taught in grades K-8. It will provide the basic curricular framework for history, geography, literature, visual arts, music, and science at CCA. With cultural literacy as the guiding principle, the Core Knowledge sequence leads students through a comprehensive and grade-appropriate view of science, literature, art, music, and history. Topics which are especially important for cultural literacy are repeated in a spiraling fashion—so that younger students build a firm but broad foundation in these topics while older students are able to achieve depth. The sequence provides a necessary order across grades and between schools and families, such that teachers can base their lessons upon what students have learned and will learn, and parents can anticipate what their students will learn in each grade. The Core Knowledge Foundation provides resources to support some, but not the entirety, of the sequence, so teachers are supported but encouraged to reach beyond the immediate resources and take ownership of their own lessons. The BCSI has found this arrangement valuable in striking a balance between teacher support and teacher freedom.

Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and will not play a secondary role at CCA. The Core Knowledge science program focuses on thematically linked science topics and biographies of great scientists. The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in

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the fundamentals by the time they reach high school. The science program is supported by the Science Explorer series from Prentice Hall, ScienceSaurus from Houghton Mifflin Harcourt, and Delta Science Content Readers from Delta Education.

A complete overview of the K-8 science curriculum is included in Appendix 2.2.2.

The K-8 sample scope and sequence in Attachment 2.2.2 comes from the Core Knowledge Foundation.

Supplementing Core Knowledge

In the earliest grades, the curriculum focuses primarily on language, with the bulk of the school day given to teaching literacy and numeracy. Both subjects are foundational to a student's education, so the resources and methods deployed in each case must be consistent and excellent. We will therefore use the Riggs Institute's *The Writing & Spelling Road to Reading & Thinking* (supplemented by materials from Access Literacy) to teach literacy and related skills, and the Singapore Math Program to teach numeracy.

The Riggs program is a multi-sensory, brain-based approach for teaching phonics, spelling, reading, handwriting, and grammar. The Riggs program is closely related to the Orton-Gillingham and Spalding Methods, and practitioners of these will quickly recognize the basics of the Riggs program. The Riggs program teaches the 71 letter-sound (phonogram) combinations used in the English language, beginning with the easiest sight-to-sound correspondences, and working towards those that are most complex. Syllabication is critical to a proper understanding of letter-sound relationships, so the Riggs program teaches syllabication from the beginning of kindergarten. Alongside learning phonograms and implementing these into a rigorous spelling and vocabulary regiment, students using the Riggs program will learn handwriting, including cursive handwriting. As students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition.

The central position of language in the curriculum continues throughout the elementary and middle school grades. In grades 4 and 5, students *will learn Latin and Greek roots* of English words using *English from the Roots Up* by Joegil Lundquist. *English from the Roots Up* teaches 100 of the most-used Greek and Latin root words. It will help our students build vocabulary and comprehension, as well as figure out unknown words by deciphering their roots, prefixes, and suffixes. Beginning in 6th grade, students at CCA will begin learning *formal Latin*, and will continue to do so through 8th grade. The teaching of Latin is an integral part of the classical school's rigorous literacy curriculum. Latin provides insight into the meaning of over half of English words. Its complex grammar enables students to gain a critical knowledge of English sentence structure and composition. Latin offers a bridge to learning other languages. And knowledge of Latin allows one to achieve the heights of English literacy since so many Latin phrases still find currency in modern speech: e.g. (exempli gratia), ex post facto, ex officio, id est (i.e.), ex nihilo, ibid. (ibidem), gravitas, E pluribus unum, A.D. (Anno Domini), homo sapiens, et cetera. So hold the post mortem! Latin is far from a dead language. Students will use the *Latin Alive! Series* by Karen Moore, a relevant, rigorous, yet engaging introduction to Latin for middle and high school students; more advanced students will use *Wheelock's Latin*, one of the most highly regarded and bestselling single-volume, introductory Latin textbook of its kind.

Latin was the language of scholarship for the majority of the last two thousand years, and is still used in the classification of living organisms. The teaching of Latin thus moves from being peripheral to other classroom subjects (but useful, nonetheless) to become complementary to the literature and history curricula. These benefits are closely tied to the mission of the school, and certainly lend themselves towards producing the citizens and scholars that CCA hopes to see graduate.

As there is no state requirement for students to learn Latin, all grade levels (6-8) will exceed state standards. The Principal, in concert with teachers, will determine the minimum level of Latin proficiency necessary for grade promotion in grades 6-8.

As resources permit, we will offer exposure to Spanish in the early grades, as these are the ages at which children most readily pick up languages.

Spanish will be taught in K-5; in 6-8 students will begin their Latin studies. Though ideally we would be able to continue with Spanish during these years, we believe that the additional course load will make this very difficult for most students. Since many students will continue studying Spanish in high school, we want to ensure that they retain the K-5 foundation. To this end, we will develop internal practice sessions including but not limited to, special lunch

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periods for oral practice, after school activities and classes, and programs led by students who speak Spanish at home. The final curriculum will be decided upon by the Spanish teacher.

The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts and mental math while employing physical and graphical illustrations of underlying mathematical rules and algorithms. The program presents mathematical skill building and problem solving such that students have a better understanding of not simply when to use a particular equation – but why. Moving students on to higher levels of skills before they're ready is not an option, so the program will be employed at each student's ability level. Ability-level groups will be determined at the beginning of each school year, and adjustments will be made on an as-needed basis in order to best equip each student with the language of numeracy.

Singapore Math publishes several different textbook series. CCA will use the *Essentials* curriculum in Kindergarten, the *Primary Mathematics* curriculum for grades 1-6, and the *Dimensions* curriculum for grade 7-8. The BCSI, in concert with other classical charter schools and the math faculty at Hillsdale College, has found Singapore Math to be the program for a curriculum that lays a strong foundation in mathematical concepts; furthermore, BCSI has found this combination of Singapore Math resources to be the best arrangement that challenges advanced students and allows for timely remediation. The curriculum is based on the math program used throughout the country of Singapore, and international math scores show very high student outcomes based on it.

Importance of Reading

Teaching students to read will be the primary focus of early elementary education at CCA. Once students have transitioned from learning to read to reading to learn, the focus of the CCA curriculum will appropriately shift. From mid-elementary forward, the curriculum will place a strong emphasis on reading, and especially upon reading works of great literature. To teach students to read, CCA will employ the literacy program developed by the Riggs Institute and supplemented by content from Access Literacy, LLC. To ensure that teachers are equipped to use these methods, teachers will receive extensive training prior to the school opening. Once the school has opened, teachers will receive continuing education in the method through additional training sessions, observation and critique by method experts, and by working with the school's Special Education Teacher. In grades K-2, the largest portion of classroom intellectual energy will be directed towards reading, writing, spelling, and basic composition. Grade promotion in these grades will be based primarily upon literacy.

CCA will have at least a 90-minute morning period in 1st through 5th grades (45 min for K) focusing on the various aspects of English language study: phonics, reading, vocabulary, study of Latin roots, spelling, grammar, handwriting, and composition, with differentiated instruction for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact. This morning period will be supplemented with brief periods of punctuated practice throughout the day.

Once students have learned how to read, reading comprehension exercises will slowly be replaced with literature. From grade 3 forward, literature will become a primary component of the curriculum, one of the four curricular cores. Literature in the younger grades (especially in grades 3-5) will intend to expose students to a certain level of cultural literacy and understanding, thereby allowing them to understand the literary traditions that they have inherited from characters like Robin Hood and writers like Robert Louis Stevenson. Literature in the upper grades will have the same intent, but with the additional benefit of students reading the works in their original form (or as close to the original form as is possible for translated texts) to develop their own understanding of and facility with the language. Students who are capable of work above their grade level may be given the option to read additional works of literature or read adapted works in an original or longer form. Students who are behind their grade cohort may receive adapted reading assignments (or shorter adapted works of literature) or other helps as identified by the teacher and administrator.

Teaching the whole child

At CCA we believe children must develop intellectually and physically. We will provide a comprehensive Physical Education program that is developmentally appropriate and aligns with our overall educational philosophy. CCA will implement five Physical Education pillars (these will also serve as standards): Health, Flexibility, Strength,

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Endurance, and Balance. The grammar stage of physical education will prioritize basic body development, such as body and spatial awareness, hand-eye coordination, breathing and muscle development. The logic stage will incorporate conversations about nutritional, developmental and hygienic health. Athletics will become more competitive and challenging with opportunities for individual choice and expression, which will coincide with offering organized sports outside of school. The rhetoric stage will focus on developing personal responsibility and ownership of the student's personal health and fitness. CCA believes teaching and modeling healthy eating and fitness habits are vital for long-term health. Our students will know and understand the foundations of health and fitness and will be intrinsically motivated to take care of their body.

Please see Attachment 2.2.2 for a complete grade-by-grade overview of the curriculum and the scope and sequence of the core components.

Research supporting the educational program

Classical education has a history of over 2500 years. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was revitalized during the Italian Renaissance. The classical inheritance passed to England and from England to America through colonial settlement. At the time of this nation's founding, classical education was thriving. Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. One of the Founding Fathers' favorite books was Plutarch's *Lives of the Noble Greeks and Romans*. Eighteenth-century Americans venerated and trusted George Washington in large part because he reminded them of the Roman patriot Cincinnatus. So important has classical education been in the history of the West that it would only be a slight exaggeration to say that the march of civilization has paralleled the vibrancy of classical schools. Such a long tradition of education continues to be relevant today.

A classical education is more than simply a pattern of learning. Classical education is language-focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television). This is important to understand because language-learning and image-learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate, or decode, a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be passive. In front of a video screen, the brain can "sit back" and relax; faced with the written page, the mind is required to roll its sleeves up and get back to work. A classical education, then, has two important aspects. It is language-focused and it follows a specific three-part pattern: the mind must be first supplied with facts and words, then given the logical tools for organization of facts, and finally equipped to express conclusions.

The literary selections of the CK sequence and the Riggs program support the language-focus of the classical approach. Riggs Institutes' reading program, *The Writing & Spelling Road to Reading & Thinking*, is a brain-based approach with multisensory instruction that addresses all learning styles. Riggs began with Dr. Samuel Orton, a neuroscientist who researched the functioning of the human brain in learning language skills. In collaboration with teachers, he combined his multisensory techniques with classical and Socratic instructional approaches to teaching. Riggs is an "explicit" phonics approach as defined and recommended in a Federal Compilation of Reading Research: *Becoming a Nation of Readers*, 1985.

Our choice of math curriculum is also driven by the three-part learning pattern. For grades K-7, math will be taught using the Standards edition of Singapore Math. Singapore is the world leader in mathematics achievement, according to a study conducted by the American Institutes for Research and funded by the U.S. Department of Education ("What the United States Can Learn from Singapore's World-Class Mathematics System"). Singapore students ranked first, while U.S. students ranked 16th in mathematical achievement.

Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore. Educators in the United States began implementing Singapore Math in 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks are designed to build a deeper understanding of mathematical concepts as opposed to simply definitions and formulas. Professional development accompanies Singapore programs so teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on problem solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points, the National

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Mathematics Advisory Panel. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly, and it has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions and are able to complete difficult multistep word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school.²³

The Singapore Primary Mathematics series is time-tested and has a documented history of success. Studies were conducted in 1995, 1999, and 2003 by the International Association for Evaluation of Educational Achievement (Trends in International Mathematics and Science Study), which conducts studies to measure math and science achievement in four-year cycles. Results of these studies showed that Singapore's 4th and 8th grade students scored higher than other students in all three years the study was administered.

The classical model

Classical education has seen a resurgence in the past few decades, and the results have been impressive. The classical liberal arts approach has many documented successes within a broad range of school settings. The table below highlights just a few of the many successful classical schools from across the country. Each of these schools represents a broad range of demographics, demonstrating how classical education is proven to be effective for all learners, regardless of race, gender, ethnicity, religion or socio-economic background.

r complete list)

h 5 students on the waiting list. EVCA earned an “A” on its School Grade Report Card 2013-2015. Only 10% of all schools earned an “A” rating within New
ic year.

[CIA VALLEY CLASSICAL ACADEMY_SchoolGrading_2015.pdf](#)

n 684 on the waiting list. In 2013, 2014, 2015, and 2016, FCA-Lewisville earned the highest accountability rating of “Met Standard” on its Texas Academic
Math, Academic Achievement in Reading/ELA, Academic Achievement in Social Studies and Postsecondary Readiness. FCA-Lewisville students have sco
Lewisville's senior class of 2015 garnered over \$800,000 in scholarships.

[g=0&single=N&title=2016+School+Report+Card&_program=perf rept.perfmast.sas&prgopt=2016%2Fsrc%2Fsrc_spec.sas&ptype=H&batch=N&level=cam](#)

ere are 427 students on the waiting list. Student performance in 2016 exceeded the national average in all tested groups and subjects (except for Grade 4
nt and growth targets for student performance in literacy and mathematics. Only 69 schools in the state earned this accountability status. Eighth graders e
Awards from the Office for Education Policy at the University of Arkansas in 2014. These awards highlight the top ten highest performing schools statewide

ng, and talking about what she does in school, is night and day from where it was. I am so happy that her name finally moved to the top of the list. We hav
ayground and comes home doing science experiments and talking about Charles Dickens and Greek mythology and The Constitution and is doing multipli

ee or reduced lunch. SCA is the only Title I charter school in Chatham County. In its first year (2013-2014), SCA's enrollment dropped by 30 students in its
d a waiting list of over 90. In 2015, SCA was at full enrollment (440 students), and had 550 students on the waiting list. The school currently serves 486 in
d was one of just five schools in Chatham County to receive a Five-Star Climate Rating through the Georgia Department of Education for their school cultu
has developed strong community support and parent satisfaction is very high (the waiting list speaks for itself). However, SCA is struggling to improve their

n 200 students on the waiting list. Student performance in 2016 exceeded the state average in all tested groups and subjects (except for Grade 5 math). W

²³ Hoven, J., Garelick, B. (2007). Singapore Math: Simple or Complex? *Educational Leadership* 65 (3)

[organization=65605&](#)

www.chemical.org/

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In the Annual Colorado School Accountability Report, Ridgeview was also ranked fifth in the state by the 2014 US News World Report Ranking and was ranked first in the state by the 2014 US News World Report Ranking and earned a bronze medal.

A fourth campus is scheduled to open in 2017. 90% of the student body is low income.

over twice the proficiency rate as district schools and about five times the proficiency rate of District 12 and District 7, where South Bronx Classical Charter

over 290 on the waiting list).

List of Top 100 Performing Public Schools in the Nation
 Character Education Partnership (CEP)
 with

now serves 1300 students in grades K-12.

2 in N.C.))

untry. The school currently serves more than 1300 students in grades K-12.

city Chicago area serving students considered 'problem children.' Her curriculum was based on classical literature and other materials that contained lofty uses of language. They were encouraged to analyze and challenge what they read and to express opinions. As an example, fourth graders read Plato's

first entered the school: "Working with students having the worst of backgrounds, those who were working far below grade level, and even those who had standing test scores, disappearance of behavioral problems, second-graders studying Shakespeare, and other incredible reports, astounded the public." "Kind is valuable, and every child's soul is damaged when we fail to demand that they achieve. Our young people respond with violence and anger when s their minds."

received many awards, including the Jefferson Award for Benefiting the Disadvantaged, the Humanitarian Award and the National Humanities Medal from

is available in education from yesterday and today, including approaches developed in home schooling, classical education, core knowledge, and holistic

ents, who have gone on to the top tier selective enrollment public high schools in the city and top tier parochial high schools in the city. The students have

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in the United States of America by thebestschools.org, an independent organization that provides in-depth rankings of education programs.

of Naperville, Illinois, offering a classical Christian education for students in grades K-12 (serving 150 students). Providing college-preparatory academics

percentile rank of 99% for all grades for the 2015 test.

percentile rank above 95% for all grades for the 2015 test.

grown to over 250 students in grades K-12. Students and families are welcomed regardless of faith or financial capacity. Last year, 99% of our students rec

ican American, 26% Latino/Hispanic, 18.5% Caucasian/White, 13% Multi-ethnic)

early tuition of \$1000 or less

es in the fall of 1998, and now serves over 700 students in three K-8 campuses.

sections

es from low-income backgrounds

other

ne CPS network; the schools are designed to provide a challenging liberal arts course of instruction for students with high academic potential. The instruct
he classical schools begin with full-day kindergarten and continue through the sixth grade, with the exception of Skinner West, which continues through the

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2.2.3: Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next, including criteria for promotion or retention. Indicate when and how the school will inform students and parents about promotion and graduation policies and decisions.

If the school will offer high school grades within the proposed agreement term, include specific graduation requirements and the rationale for their selection. How will the graduation requirements ensure student readiness for college or other postsecondary opportunities?

The rigorous academic program, along with the character formation taught through virtue study and literature, will endow CCA students with the following characteristics that will enable them to succeed in high school and beyond:

Analytical Thinking: The study of such logical subjects as math and Latin and the use of Socratic Method will help students to think carefully and reasonably to solve problems.

Clear Communication: The study of rhetoric and the constant exposure to complex language and well-organized writing will prepare students to become precise in their use of words, to organize their thoughts carefully, and to tailor their speech to an intended audience.

Self-discipline and a Strong Work Ethic: Classical education requires a diligent work ethic. A student formed in this environment has learned the requirements of success – self-restraint and hard work.

Responsibility: CCA students will not be protected from the consequences of their actions. They will be required to actively strive for knowledge. Remembering assignments and long-term projects will be their responsibility. They will be given the option of failing if they do not fulfill their duties. This is great preparation for high school and adult life.

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of each grade level. To earn credit in a course, a student must receive a grade of at least 65 percent and must successfully complete all assigned coursework.

Promotion criteria will be explained to parents at the orientation meeting as well as in the student/family handbook distributed to all families at the beginning of the school year. Academic achievement and promotion will be reported to parents via report cards, which will be disseminated four times a year. The final report card of the academic year will notify parents that their students have been promoted to the next grade level.

Students who enroll in CCA prior to the school year will be placed in the grade above their last level of successful completion in their previous school. Students who transfer mid-year will be placed in their current grade level. To determine placement of students with no prior formal schooling, we will initially request exam data from previous school years, which includes standardized test scores and student performance, to establish baseline data.

Academic placement of students will be based on recommendations from former teachers, achievement levels based on diagnostic assessments and a compilation of class work during the year. If standardized test data is not available,

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students will be given other diagnostics as determined by the Principal. Students will be promoted when they have met the requirements for their current grade and have shown the proficiency necessary to move to the next grade level. Riggs and Singapore Math diagnostic assessments will be used to determine placement in flexible ability groups as these are the instrument of our curriculum. CCA will strive to ensure that all our students are proficient, appropriate to their grade level, in reading, writing, science, mathematics, and history.

Solid literacy is the foundation of all learning. Without the ability to read well, a student cannot advance in English, history, the sciences, the arts, and even mathematics. Since language is the basis of all human interaction, a person cannot thrive independently in the world when possessed of only a halting literacy. The ability to read, particularly in the early elementary grades, will therefore be a requirement for promotion.

The school will follow the criteria of reading competency set forth in the Riggs program. Since students in kindergarten and first grade will advance in literacy over the course of the year and all will be given explicit phonics instruction throughout the year, the inability to read at the outset should not be a cause of concern. Parents will be told well in advance if their child may need to be retained.

Please see Appendix 2.2.3 for complete promotion and graduation policies.

Section 2.3 Instructional Methods

Describe the instructional approach and methods that will be used in the classroom. Include any specific requirements for implementation (e.g., co-teaching or aides, technology, physical space, etc.).

- *Cite research or existing models that support the use of these instructional methods, especially considering the school's target population; and*
- *Describe how the instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.*

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *A clear, coherent instructional approach that aligns with and will support implementation of the school's curriculum*
- *Instructional strategies that are built on a foundation of proven educational practices and teaching approaches*
- *Clear alignment of the instructional strategies with the mission and educational philosophy of the school*
- *An explanation for and research-based evidence of how the instructional strategies will address the needs of the targeted student population*

In classical education, the methods used to deliver the rich content to the students are as important as the content itself. Our goal is to provide an instructional setting in which our students can best develop their character and minds, including the cultivation of virtue and cultural literacy, effective communication skills, and civic responsibility. This requires the pursuit a rigorous curriculum, coupled with sound instructional methods. CCA will base our instruction on the approaches used in the best public and private classical schools around the country.

Classical Teaching Methods: Effective, Disciplined Teaching and Learning

The basic principle of classical teaching is that the teacher is required to impart knowledge to students, and is fundamentally responsible for the leadership and direction of the classroom. In a classical classroom, the desks are arranged in rows facing the teacher, and the classrooms are quiet, orderly, and disciplined. A highly knowledgeable teacher stands in front of the class and leads the students into an understanding of the subject matter. The teacher will also actively engage the students with questions, both written and oral, to develop the students' ability to process and communicate information through language.

This approach is used in the higher grades (7-8) as well, but will often include the addition of the seminar class, in which the room may have a circular configuration. In both cases, the teacher provides the leadership in shaping the discussion of the subject matter, which requires the teacher to have both expertise in the subject and strong communication skills. There is an understanding that education is fundamentally a partnership between the teacher

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and student; the teacher provides a disciplined framework within which to achieve subject mastery, but the student ultimately has to do the work and make the effort.

The instruction at CCA is based on the following understanding of human nature and education:

- Human minds long to know things and young minds often prove the most inquisitive;
- All children and young people have the mental capacities for learning;
- The memory is arguably the strongest of these capacities and must be exercised regularly, as would any muscle, in order to gain strength; students will memorize facts of History and Geography, rules of phonics and spelling, facts of Science and Math.
- Learning discrete facts about the world around them enables young people to begin to understand that world and thereby gain insight and confidence, thus inviting further inquiry;
- Knowledge of real subjects is both a marketable commodity and valuable for its own sake. Consequently, the teachers of the classical school will foremost be knowledgeable men and women, preferably trained in the arts and sciences.

Instruction will focus on the *explicit* teaching of the basic principles and rules of reading, writing, grammar, speaking, and math. A mastery of these principles and rules provides a strong foundation for all subsequent thought, without which the child will struggle in every subject in future years.

Instruction in the Lower School (K-6) will have the following characteristics:

Lecture/direct instruction/dictation: teacher presents information; students listen.

Modeling/demonstration: teacher illustrates how something is done.

Principle-based question and answer: teacher asks question, students supply answer immediately.

Read aloud: teacher reads from text.

Singing/chanting/rhymes: students learn a song or chant that tells about information they are to know, while enjoying the learning experience.

Drilling small bits of information: memorization technique that helps students learn large quantities of information.

Flashcards: the review small bits of information on cards – usually math or vocabulary.

Sound-offs: group memorization of data by dividing up facts.

Explicit and systematic phonics instruction: the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Students will be required to “sound out” words based upon the rules of phonics, not to guess at them, and spelling will be taught by applying phonetic rules.

Explicit English grammar instruction: the use of tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to clearly communicate with society on all levels. As students deepen their understanding of the English language and its structure, they improve their ability to easily and fluently express more complex thoughts.

Vocabulary instruction: knowledge of the origin and meaning of words, including Latin and Greek roots. Teachers are required to be well-versed in language (CCA will have a preference for hiring liberal-arts graduates in languages such as English or Latin, the classics, linguistics). Students will be expected to make extensive use of dictionaries, as opposed to guesswork methods such as “inferring meaning from context”. Teachers will recognize the value of constantly explaining words to students. Teachers will require students to speak Standard English rather than slang. The teacher will correct ungrammatical language.

Literature instruction: reading of classic literature rich in language; fairy tales, fables, poetry, to include memorization of famous lines and poems. Children are particularly adept at memorization, and are able to learn songs, rhymes, and recite facts with relative ease. Because young children are so eager to memorize, we challenge them by providing substantial subject matter for them to memorize.

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Numeracy instruction: learning and memorizing arithmetic facts, and also understanding the *concepts* behind numerical relations. For example, What is a fraction? What does it mean to multiply two threes? (2×3) What is place value? When students learn only the algorithm, they do not understand the mathematics behind the equation. No calculators. Premature use of calculators undermines numeracy or “number sense.” *The human mind* is the original calculator. When human beings forget this, they become no more than appendages to their machines.

Instruction in the power of memory: CCA will place instructional value on learning beautiful words by heart, and will bring back the lost art of recitation. The memorization of great poems and lines from literature and speeches is the key to actually “owning” them – capturing the beauty of language in a student’s soul to draw on for the rest of his or her life.

Instruction in moral literacy: the development of good character in our students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct, and explicitly teaching them the fundamentals of good character. Please see section 2.8.1 for a discussion on our approach to discipline.

Introduction to instruction in the Socratic Method: while most instruction will be direct, the idea of the Socratic Method will be introduced with increasing intensity as students advance through the elementary grades.

Upper school (7-8)

Instruction in grade 7 and 8 builds on the programs begun in the Lower School, with students continuing to accumulate knowledge and advance in skill areas. Students’ increased capacity for logic in thinking, speaking, and writing will enable them to go into greater depth in their coursework. More focus will be placed on developing analytic thinking and reasoning skills, including the capacity for abstract thought, discovering relationships between fields of knowledge, and fitting knowledge into a logical framework. The level of interactive discussion between students and instructors increases as students learn to reason and develop conclusions.

Integration and analysis: Students are expected to demonstrate the ability to move beyond facts to logical integration and analysis. For instance, in the study of literature, whereas the grammar stage student is expected primarily to show comprehension through summary, the logic stage scholar is asked to interpret and evaluate how multiple elements of fiction contribute to the meaning of a text. Similarly, in mathematics, the students are expected to recognize relationships in numerical patterns, explain relationships (e.g., equivalences and probabilities) and to distinguish between the effectiveness of problem-solving strategies for various problems and contexts. The study of science extends beyond factual presentation and rehearsals of scientific inquiry to introductory investigation and experimentation with data gathering and data analysis.

Organization of arguments: In middle school, students are beginning to think independently and develop a propensity for argument. Classical education teaches students of this age to argue well and order facts into organized statements and arguments based on sound reasoning from first principles. “Where is your evidence?” will be the question constantly asked by teachers in every discipline. The study of logic helps students understand the fundamentals of a good argument. Practice in making written and oral arguments helps to further develop these skills. Teachers encourage the use of argumentation in each subject, understanding that each subject has its own logic. In science, we use the development and testing of a hypothesis. In math, we develop a student’s ability to logically orient numbers through the more abstract concepts of algebra and geometry.

Guided writing: teacher leads students in a writing assignment

Guided problem solving: teacher leads students in solving problems in math, logic, science

Guided oral presentations: teacher provides directions to lead students through sharing information

Guided reading and response: teacher leads students through a text using text parsing, questioning, and inferences

Supervised independent practice: teacher monitors student work in class

Teaching of Study Skills: Time management, organizing, memory techniques, note-taking, outlining, and research will be emphasized throughout CCA and integrated throughout the curriculum to equip students for higher learning. Developing stamina for challenging and complex work is imperative for the promotion of a strong work ethic.

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Section 2.4 Educational Goals and Assessments

The proposal sets ambitious but achievable goals for student achievement and outlines a clear plan to ensure that students stay on track to achieve the stated outcomes.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *Specific, measurable, ambitious, realistic, and time-bound (SMART) academic goals that align with the School Quality Rating Policy (SQRP)*
- *Academic goals that reflect the mission, vision, and educational philosophy and assessment plan (if proposing a Next Generation blended learning model, metrics for the blended learning components of the educational model)*
- *An assessment plan and table that aligns with SQRP with descriptions of the purpose, design, and format of each assessment*
- *Demonstrated readiness to implement Partnership for Assessment of Readiness for College and Careers (PARCC), once finalized*
- *Diagnostic, benchmark/interim, and summative assessments that are valid, reliable, and appropriately aligned with curricula and Common Core State Standards (CCSS)*
- *A data collection and analysis process that school leaders and teachers use to monitor student progress toward identified goals, make curricular adjustments, improve instruction, and identify areas for professional development*
- *A clear plan for consistently communicating with parents/guardians about their child's academic progress*
- *If proposing a Next Generation blended learning model with non-automated online courses and built-in course*

2.4.1: School Goals

Chicago Public Schools uses the School Quality Rating Policy (SQRP) to assess its schools and hold them accountable for educational success.

In addition, the Chicago Board of Education adopted a Charter School Quality Policy aligned to the SQRP that will be helpful to consult when setting goals for school performance.

In your proposal, identify the academic, non-academic, and mission-specific goals and metrics for the proposed school. Your answer must:

- *Include a table in the narrative 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.*
- *Highlight and discuss the rationale for any differences between your school's goals and metrics and those included in the SQRP at the grade level/s you intend to serve.*
- *Describe any non-academic goals for students, how those goals will be measured, and by whom.*

Serving as one part in the greater mission of achieving the objectives and goals articulated by CPS Board of Directors, CCA has clear measurements to ensure we remain focused on our mission.

Our Academic Goals include explicit measures against which the academic achievement of students will be measured. Organizational Goals with explicit measures will indicate the school's organizational and financial success and ensure CCA can continue to provide a high-quality education option to families and students for the long term.

Performance goals for CCA will be created using the SMART format, meaning they will be: Specific, Measurable, Ambitious and Attainable, Reflective of and Relevant to the School's Mission, and Time-Specific.

Academic Goals

Growth

Goal 1: Students grow academically in reading, writing, and math at a rate that ensures they are at or above grade level by 3rd grade, and stay at or above grade level through 8th grade.

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- Measure (a): National School Growth Percentile on the NWEA Reading and Math Assessments will show an average growth at or above 50th percentile in years one and two of operation and at or above 70th percentile in years three and four of operation.
- Measure (b): All priority groups will average 70th percentile growth until reaching grade level. Once at grade level, these students will grow at the same annual percentile as the CCA average based on the NWEA MAP test.
- Measure (c): Percentage of EL students meeting individual growth targets on the ACCESS Composite score will exceed 45% for students who attend two or more years.

Proficiency

Goal 2: Students meet or exceed state and district standards for mastery in reading, writing, and math.

- Measure (a): 85% of students who attend two or more years will meet or exceed NWEA targets.
- Measure (b): The NWEA Attainment Percentile for students who attended two or more years will be above 70%
- Measure (c): The NWEA Attainment Percentile for 2nd grade (for students that attended CCA starting in kindergarten) will be above 70%
- Measure (d): Average daily attendance rate of the school, adjusted for students with medically fragile conditions and early graduation for 8th graders, will be above 95%.

Goal 3: Character development:

- Measure (a): Faculty and staff will participate in a minimum of 5 hours of professional development focused on Character Education.
- Measure (b): All CCA students will participate in a minimum of 3 community service projects each year (one scheduled per quarter)
- Measure (c): Parents satisfaction with school culture in annual survey will exceed 85%

Organizational Goals

Goal 4: School performance and health. CCA understands the value of school performance as measured by student, parent, and teacher input. CCA will strive for very strong ratings, but anticipate a strong rating in the first year of operation.

- Measure (a): 5 Essentials Survey- Growth in 3 of the 5 indicates that a school will make marked improvement. CCA anticipates improving in at least 3 of the following areas in year two after baseline data from year one.
 - Effective Leaders: The principal works with teachers to implement a clear and strategic vision for school success.
 - Collaborative Teachers: Teachers collaborate to promote professional growth.
 - Involved Families: The school is safe and orderly. Teachers have high expectations for students and support students to realize their goals. Classmates also support one another.
 - Ambitious Instruction: Classes are academically demanding and engage students by emphasizing the application of knowledge.
- Measure (b): Teacher retention: Through rigorous selection, we anticipate the incoming academic team to be aligned with the mission of classical education in an urban setting. The built in opportunities for professional development, both in-house and otherwise, the opportunities for advancement and growth, and the strong school culture will increase teacher satisfaction and retention. Our goal is a minimum 5-year tenure for all junior teachers, though we anticipate that some staff may not be a strong fit for our vision and mission and may not be retained.

Goal 5: Parents demonstrate high satisfaction with the academic program and the clear, frequent, and open communication of CCA.

- Measure (a): Average parents satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85%.

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- Measure (b): Average parent satisfaction with clear, frequent, and open communication of the school, as measured by an annual survey at the end of the school year, will exceed 85%.
- Measure (c): 90% of students remaining in the District will reenroll in CCA

Goal 6: CCA will demonstrate fiduciary and financial responsibility with a CSQP rating of 3 or above YR 1-2 and of 4 thereafter

- Measure (a): Financial Condition and Budget. Change in net assets: Increase in net assets equal to or greater than budgeted surplus or Increase in net assets less than budgeted surplus or realizing a balanced budget; Current ratio is greater than or equal to 1.1; Net assets are greater than or equal to 20%; Cash/avg. monthly expenses greater than or equal to 1.0; Loan delinquency: No more than one late payment in last twelve months; Budget appears to be realistic with mostly reasonable assumptions. [Contingent on fundraising goals being met.]
- Measure (b): Financial Controls. The result of the independent audit review will be *Unqualified opinion, no material weaknesses or significant deficiencies*
- Measure (c): Reporting. Budget, quarterly statements, annual audit, and all other required materials are submitted on a timely basis.
- Measure (d): Legal Compliance. Auditor report on compliance reflects one finding or no findings.

	YEAR 1 (2018-19)	YEAR 2 (2019-20)	YEAR 3 (2020-21)	YEAR 4 (2021-22)	YEAR 5 (2022-23)
National School Growth Percentile, NWEA Reading/Math	at or above 50th percentile		at or above 70th percentile in years 3 & 4		At or above
Priority Group National Growth Percentile, NWEA Reading/Math	Average 70th percentile growth until reaching grade level. Once at grade level, these students will grow at the same annual percentile as the CCA average based on the NWEA MAP test.				
Percent meeting NWEA targets	65%	75%	85% of students who attend 2 or more years will meet or exceed		
NWEA Attainment Percentile	50%	60%	For students who attended two or more years, > 70%		
NWEA Attainment Percentile (2 nd):	50%	60%	For students that attended CCA starting in K, > 70%		
EL Language Development Growth (ACCESS):	25%	35%	For students who attend two or more years, > 45%		
Attendance	Above 95%				
5 Essentials Survey:	Organized	Well organized	Well organized	Well organized	Well organized
Data Quality Index	99%	99%	99%	99%	99%
Student Retention	90% of students remaining in the District will reenroll in CCA				
Teacher Retention	5-year tenure for all junior teachers				
Parent satisfaction	CCA's annual retention rate of instructional staff will be 90% or higher.				
	Average parent satisfaction with the academic program and frequent and open communication as measured by an annual survey at the end of the school year will exceed 85%.				
Character development	-	5 hours of PF devoted to character development per year			
	-	Every student completes 3 community service projects			
	-	Parent satisfaction with school culture exceeds 85% on annual survey			
Fiduciary & financial responsibility	CSQP rating of 3 or above	CSQP rating of 3 or above	CSQP rating of 4	CSQP rating of 4	CSQP rating of 4

2.4.2 Assessment and Data-Driven Programs and Instruction

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills throughout the school year, at the end of each academic year, and for the term of the school agreement.

Your answer must:

Include the mandatory local and state assessments and specify the timing of their administration.

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- *Describe the purpose, design, format, and rationale for the selection of each assessment, including each assessment's alignment with Common Core State Standards.*
- *Describe key considerations in the selection or creation of any assessments not yet identified.*
- *Describe who will be responsible and involved in data collection and analysis. Identify the formalized strategies and supports the school will utilize to collect and analyze assessment results, including the related roles and responsibilities of school staff and administrators.*
- *Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, professional development, and other school components.*
- *Explain how the school will communicate with parents/guardians and students about academic achievement and progress.*

CCA believes that the teachers the student interacts with daily are the best source of assessment given their insight on the growth of the whole child. CCA favors teacher-developed assessments (relying on resources provided by the curricula) designed to identify areas of deficiency, proficiency, and exceptional command.

Diagnostic assessments

Incoming students will take assessments both created by staff and available through our curriculum providers, like Singapore Math and Core Knowledge. This will allow the school to place students in the appropriate modular classes and counsel on best student placement for other subjects. CCA will also request students' previous state assessment data for growth and longitudinal analysis.

Formative and Summative Assessments

CCA will use teacher and staff created formative and summative assessments to adapt and drive student instruction. These will include quizzes, tests, essays and other checks on learning. Teachers will develop their own assessments with the assistance of the program materials adopted throughout the school and ensure the assessments are aligned to standards and learning objectives.

The Core Knowledge Foundation includes sample questions by grade and topic that teachers may use as a guide to include in their assessments. Additionally, Riggs and Singapore also have assessment tools to help guide teachers as they develop more thorough and in-depth assessments. Teachers will develop and use appropriate assessments to track student progress, areas needing improvement, and identify students needing additional support.

CCA will use a number of formative and interim assessments to ensure student learning is successful on a daily basis:

End-of-Lesson Assessments – A teacher's lesson planning requires an informal formative assessment with each lesson taught. Teachers must be able to show evidence that the lesson's learning target has been met by the majority of students. These informal assessments also help the teacher identify students who need additional teaching or opportunities for practice. If a teacher finds through an informal formative assessment that more than 20 percent of students did not meet the learning target, then the lesson must be re-taught in such a way that students show evidence of mastery. End-of-lesson assessments may include a classroom assignment that is reviewed by the teacher such as a quiz or short writing assignment.

Teachers in grades K-8 will develop assessments based on guidance from the Core Knowledge material to ensure assessments and learning objectives are in line with the curriculum and sequence and meet or exceed the Illinois Learning Standards.

Interim Assessments – These are more formal, teacher-developed formative/summative assessments that are given at the end of a major block. They provide the teacher with information about specific standards and content students have mastered; what needs re-teaching, reinforcement, or additional practice; and which students are struggling with which skills. Interim assessments may be a test or a formal writing assignment. The key is the assessment is developed at the beginning of the unit to provide evidence that students have mastered the standards and learning targets. Interim assessments will be given at least every six weeks to measure progress against short-term and long-term goals.

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As an ongoing practice, data from both summative and formative assessments (informal and formal) will be collected and analyzed monthly to determine if students are making the expected progress. The data collected will be used to determine appropriate placement in skill groups for math as well as evaluating student strengths, challenges and weaknesses in the core content areas. The data from all assessments will be disaggregated to show a trend analysis for not only each student, but for all students. CCA will use the result of the data to create information and intelligence to drive instruction. Adjustments will be made to the curriculum, instructional delivery, and any other areas necessary to improve student achievement. CCA will not expect significant adjustments to curriculum in the first three years as the academic program is implemented.

The Founders of CCA believe in the importance of good assessments but understand student learning and how teachers teach is central rather than merely focusing on raising test scores and school grades. Assessment should not always happen at the end of a lesson or unit but along the way. This ensures teachers have an opportunity to evaluate and inform instruction. Students also play a role in assessment as they assess themselves through reflection of their own individual work, mastery, and how they can improve and build on prior knowledge.

Riggs Reading provides for the use of McCall-Crabbs Standard Tests, given each week. These tests are designed to be given in a short amount of time and can be scored quickly. They can be used for assessing comprehension as well as fluency in grades K-8. The nature of Riggs is that it can be used as an intervention tool at all grade levels with all learning styles, reinforcing concepts or re-teaching if necessary. Where students are missing basic skills, Riggs provides assessments for discovering those gaps and creates strategies for remediation that can be utilized at all grade levels.

Singapore Math ensures students are exposed to a manageable curriculum with coherent, cumulative and specific focus that allows for mastery before introducing new materials. This model of mastery learning bears significant resemblance to the Multi-Tier Systems of Support – the use of diagnostic assessments to assess current knowledge, high quality, and group-based instruction, parallel formative assessments of corrective action, and enrichment or extension activities as appropriate.

For K-6, there will be no formal quarter/semester test. Students will be assessed after each unit. Since the Core Knowledge sequence is designed to build upon previous material, these assessments will be cumulative in design. Reading comprehension, phonics acquisition, and math facts are always cumulative in nature, and; therefore, a final test should be regarded as a semester evaluation. The only exception is Latin. Students in sixth grade will be administered a quarterly test that builds on the frequent review quizzes.

At lower grade levels (K-6) there are frequent content quizzes for subject areas such as history, science, math, spelling and geography to teach mastery. In addition, for grade 2-6 teachers will use longer concept unit "tests" in science and history (~25 minutes). Quizzes in areas such as Latin which require daily study are given more frequently. Research into memorization supports the practice of frequent, low-stakes quizzing as a method of assessment but also as a method of increasing student knowledge.²⁴

Semester tests and final exams begin in the 7th grade for the core subjects (Math, Literature, History, and Science) and Latin. CCA will devote a week to final exams- 2 hour tests, one per subject.

In addition to the semester and final exams, 7th and 8th graders will be given unit and quarterly tests and written assessments. The teacher will determine the frequency of these assessments.

Local & state assessments

All students will be subject to the NWEA MAP/MPG assessment published for the current school year. The NWEA MAP/MPG assessment will be administered three times a year, including the required NWEA MAP end-of-year assessment for 2-8. NWEA MAP/MPG provides detailed information for students, parents, and teachers on the specific strands students need to develop and the names of students who could be grouped together based on common content sub-strand needs. The data will be used to measure individual student growth, as well as growth of students by sub-group, teacher, and grade level to inform professional development and school-wide structures.

²⁴ Roediger, Agarwal, McDaniel, and McDermott, (2011) *Journal of Experimental Psychology: Applied*: 382-395 and McDaniel, Agarwal, Huelser, McDermott, and Roediger (2011) *Journal of Educational Psychology* 103:399-414

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The Partnership for Assessment of Readiness for College and Careers (PARCC) is the state assessment and accountability measure for Illinois students enrolled in a public school district. The PARCC assessment will help measure how well students are meeting and exceeding Illinois Learning Standards.

PARCC assessments in English Language Arts and Mathematics will be administered to all students in grades 3-8. Students in 5th and 8th grade will also take the Illinois Science Assessment (ISA). The ISA will measure student achievement and progress in science, as well as students' overall analytical and critical thinking skills. The Algebra Exit Exam will be offered to graduating 8th graders.

For students with most significant cognitive disabilities, CCA will administer the Dynamic Learning Maps Alternate Assessment (DLM-AA) at the end of the school year for grades 3-8 in reading and math and DLM-AA Science for grades 5 and 8. Students taking the alternate assessment may be identified under a variety of educational categories, including cognitive disabilities (mental retardation), autism, multiple disabilities, and traumatic brain injury.

Students identified as ELs through The W-APT and MODEL screening instruments designed to assess English language proficiency will be administered the ACCESS assessment during Jan-March testing window. Students who obtain an overall composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 are to be considered English language proficient and will no longer require further testing.

If CCA is selected to participate in The National Assessment of Educational Progress (NAEP), the school will administer the biennial State academic assessments of 4th and 8th grade reading and mathematics.

In order to take full advantage of the abundant data provided by the above assessments, we will implement a robust Student Information System (SIS) to properly record, track and analyze student performance data (please refer to section 3.1.1 for a full discussion of CCA's proposed SIS system). Teachers and school counselors will update the SIS system with the results of the assessments listed above.

CCA will fully participate in all aspects of the NWEA MAP, PARCC, ISA, ACCESS, and other assessments as required by state law. The school will also conduct its own data analysis of student learning by any other proven assessment tools deemed necessary and appropriate, including, but not limited to, Riggs and Singapore math student inventories, DIBELS, and teacher-created assessments, portfolios and observation. This data will be used to identify students not making adequate progress toward the Illinois Learning Standards and to implement an individualized program to improve measurable learning outcomes. The school will seek to analyze reports from different perspectives to maximize the usefulness of information gained from the accountability process. Such analysis may include viewing student-learning results by age groups, grade levels, previous academic experiences, gender, attendance and any other aspects of the student population that will enhance the school's knowledge about student learning styles and needs. The academic team (including all core teachers and the Student Service Team, assisted by school counselors) will be responsible for completing assessment analysis and developing recommendations. The recommendations will be submitted to the Principal for review. A final report on school progress towards the Illinois Learning Standards and achieving the school's core mission will be submitted to the Board for review.

A key goal of the school's learning measurement process will be to provide results of findings and outcomes by way of communication and feedback to students and overall stakeholders. Students, parents, staff and Board members will receive published reports of student achievement on an individual and collective basis with the intention of encouraging community ownership of learning outcomes and increased accountability for the teaching and learning practices the school espouses. These practices will be re-evaluated on an annual basis to allow for adjustment of techniques, strategies, curricula and other relevant programs with the intention of more significantly affecting learning outcomes.

Communication with parents

Every parent has the right, indeed the responsibility, to understand the progress of their student – providing direct access to the most recent assessment data is a critical component of parent-school communication.

Parents will have access to the results of all diagnostic, formative and summative assessments, including the NWEA MAP/MPG, PARCC, ISA, DLM-AA, and ACCESS scores.

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Parents will receive continuous grade reports via the Parent Portal and day to day communication through student planners, in addition to formal quarterly, semester, and yearly progress reports. Our report card will provide a measure of the student's progress toward attaining mastery of the Illinois Learning Standards. We will identify and evaluate a student's mastery of specific grade level skills as they align with the standards.

Parents will be informed of their child's reading, mathematics, and academic comprehension skill levels as they compare with grade level expectations. Assurance that school remediation plans are understood and agreed upon will occur through open and continuous communication. Clear communication, via verbal/phone, written letter, and/or email, will notify parents of their child's grade level in reading and the annual gains made while in attendance. To that end, we will:

- Ensure each parent or guardian has the opportunity to review his/her student's pre-test and post-test scores and to discuss specific academic strengths and weaknesses. All testing results will be available online and sent home.
- Require that each student develop an ongoing personal portfolio, representative of his/her work.
- Implement the Continuous Improvement Process to provide for our ongoing evaluation of student progress.

We will provide disaggregated data on the school by grade, by class and by subject and will ensure that parents and other CCA stakeholders have access to ongoing analysis of school-wide progress.

Our aim is at least one year's learning for each year in attendance. Parents will be notified whether or not this standard is achieved by their child. We will focus remediation and scaffolding efforts to help those students who are not making adequate gains. All data and information will be shared with parents in a timely manner. The rigor and naturally progressive nature of our curriculum will help to ensure learning gains that meet or exceed state standards.

Ultimately, in addition to these objective analyses, the professional educator having spent focused time in the classroom knows each child's progress level and will pass that irreplaceable human evaluation to the parents via the appropriate channel.

Please see Appendix 2.4 for a detailed assessment schedule by grade level

Section 2.5: Diverse Learners

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *Presents a continuum of special education services, including related services, that is supported by research and best practice and likely to lead to success for the school's students with special needs*
- *Proposal and accompanying ISBE Special Education Certification form that reflect a sound understanding of the legal requirements of IDEA and Section 504, including, but not limited to:*
 - *The charter's obligation to serve students with special needs*
 - *Providing a Free and Appropriate Education (FAPE) to all students*
 - *Providing a continuum of special education services in the Least Restrictive Environment (LRE), including providing access to the general education curriculum, standardized testing, extracurricular and culture-building activities*
 - *Methods for identifying and supporting students with disabilities*
 - *Procedures for evaluating identified students, developing Individualized Education Plans (IEPs), and monitoring and assessing progress, including the roles of personnel and parents*
 - *The rights of students with disabilities in disciplinary proceedings*
- *Well-defined processes for identifying English Learners, including administration of placement assessments and communications to parents and teachers*
- *Proposal and accompanying ISBE English Learners Certification form that reflect a sound understanding of the legal requirements related to English Learners*
- *A plan for identifying and addressing the needs of students within the general education program who require significant additional academic support or intervention (note: may include a description of the Multi-Tiered System of Supports and/or Response to Intervention)*

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- *A clear understanding of expected remediation needs of incoming students*
- *Programs and services to ensure that all students are challenged with the appropriate level of rigor, including students with accelerated learning needs*

2.5.1: Students with Disabilities

Describe the school's methods and strategies for identifying and serving students with disabilities, including but not limited to students with Individualized Education Programs or Section 504 plans, in compliance with all federal laws and regulations.

Include the following information:

- *How the school will identify students with mild, moderate, and severe disabilities (and avoid misidentification), develop plans for their education, and monitor their progress to ensure the attainment of each student's goals as set forth in their Individualized Education Plan.*
- *The continuum of special education services (including related services) the school will make available to students with mild, moderate, and severe disabilities in the least restrictive environment (LRE) possible.*
- *How the school will adjust the curricula, instructional practices, daily schedule, staffing plans, and supports to meet identified needs.*
- *Who will carry out responsibilities related to special education (including the identification of school staff and external professionals), how parents will be involved in this process, and how the school will ensure that there is qualified staffing to meet the needs of the student population.*
- *Cite any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities.*
- *Complete and attach the ISBE Special Education Certification form: http://www.isbe.net/charter/pdf/34-50A_charter_init_app_sped_svcs.pdf.*

CCA believes every child benefits from a rich, liberal-arts education. CCA is dedicated to meeting the student where they are at in intelligence, ability, physicality and social/emotional well-being. CCA will support and guide our students to subject mastery and character development so that they can participate and contribute to their communities free of limitations. It is our goal to demonstrate that every child can and will learn when given the right tools to do so by decreasing the knowledge and performance gap between students eligible for special education (SPED) compared to those who are not eligible for SPED. CCA will educate students with and without special needs and nurture them to take ownership of their own learning and future, no matter the impairments they face.

CCA will be considered as a school within the district of Chicago Public Schools (CPS), herein called "the district", which will also serve as the Local Education Agency (LEA). Therefore, CCA will adhere to all requirements and provisions of an IEP and coordinate with the district's identification of children through their Child Find Responsibilities. CCA will ensure the rights of children as protected by state and federal laws.

If a new or existing student that has not been identified by the district is thought to have a disability, the school will notify the district for review. CCA will provide any data or information to the district to assist in the evaluation process per district request. The school will make formal referrals to the district if necessary. Professional development will include training on Child Find obligations and services for children with disabilities so that staff is equipped to assist in the identification of students in need of services. Additionally, print materials announcing/informing of the district's Child Find responsibilities will be made available at school. Parents and teachers will be highly encouraged and relied upon to prompt the initial awareness in identifying students with mild, moderate and severe disabilities

In addition to the district's Child Find responsibilities that will be adhered to, the school will immediately implement upon student enrollment a variety of assessment tools to gather relevant functional, developmental, and academic information about the child, including information provided by the parent. CCA will use tools, such as frequent recorded observations of the student, interviews with the student and parents, in addition to academic assessments. The school will conduct school-wide diagnostic assessments prior to first day of school, such as NWEA MAP/MPG and/or DIBELS. We will utilize the resulting data to inform intervention and enrichment programming. These assessments will also serve as progress monitoring tools. Students who require intensive support will be referred to

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the Special Ed teacher which will utilize a tiered RTI model to address concerns through more intensive and prescriptive interventions. Progress will be monitored and interventions continued or changed based on student performance and progress toward goals. If a student does not make adequate progress towards goals or otherwise appears to need specialized instruction, the Special Ed teacher will make a referral to the district for evaluation.

Parents may request an evaluation and the school staff will assist parents in completing a written referral to the district.

CCA will comply with all requirements of district and federal law regarding student records including the Family Educational Rights and Privacy Act and the IDEA. CCA will thereby protect the confidentiality of personally identifiable information in student records and limit disclosures to those allowed by law. CCA's School Counselors will maintain cumulative student records.

The Exceptional Children's files will be reviewed for compliance by the Special Ed teacher and stored in the locked records room and on a password protected hard drive. Records will be maintained at the school in a location that is safe, locked and secure, and affords reasonable protection from fire, misuse and access by unauthorized persons. School personnel with a legitimate educational interest in the student will have access to student record information. Parents and the eligible student will be given the opportunity to inspect and review their student's record. Other disclosures will be allowed as provided by law. School and student information needs for long-term storage will be maintained on-site at the school. All access to student records will be properly noted per the FERPA.

Because CCA will be serving students in grades K-8, assessment of students prior to their third birthday will not be undertaken nor will referrals be made to the district for those students.

CCA's Procedures for requesting and conducting initial evaluations of children who are suspected of requiring special education and related services will conform to the requirements of 34 CFR 300.301, 300.304, 300.305, and 300.306. The "date of referral" discussed in Section 14-8.02 of the School Code will be understood to be the date of written parental consent for an evaluation and screening procedures done in accordance with 34 CFR 300.302 will not be considered an evaluation. Consent for the initial evaluation shall be obtained in conformance with the requirements of 34 CFR 300.300. In addition, CCA will develop and make known to all concerned persons procedures by which an evaluation may be requested of the district. These procedures will:

1. Designate the steps to be taken in making a request for an evaluation; such as, but not limited to: a written initial referral /request for requesting and conducting initial evaluation with date, name, relation to child and reasoning. This can be done by anyone that has a vested interest in the child's education. This request can be written to the Principal of Special Education teacher.
2. Designate the persons by whom a request may be made; such as, but not limited to: anyone with a vested interest in the child's education. Upon which, parental consent will be obtained to meet the requirements of CFR 300.300.
3. Identify the information that must be provided; such as, but not limited to: Student name, grade, requesters relation to the student, reasoning, expectations of request, date of request, student's school and head teacher, age and grade of student.
4. Provide any assistance that may be necessary to enable persons making requests to meet any related requirements established by the district; such as, but not limited to, translation services, printout of referral requirements, access to all rights and laws as per IDEA Regulations and IAC Regulations.
5. Identify the process for providing the parents with notice of their rights with respect to procedural safeguards will meet regulations of 300.623
 - a. A request may be made by a parent of a child or by an employee of a State educational agency, another State agency, a local educational agency, or a community service agency.
 - b. The district shall be responsible for processing the request, deciding what action should be taken, and initiating the necessary procedures.

If any party that has vested interest in the student's education is dissatisfied with procedure, results, outcome, follow-up or action taken, a reevaluation can be requested in the same manner an evaluation is requested.

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CPS' Office of Diverse Learner Supports and Services (ODLSS) will complete the evaluation according to federal and state regulations and CCA will be available for any assistance or input as requested.

CCA will provide progress monitoring information as well as information from tiered interventions to the district if a specific learning disability is suspected.

A CCA Special Education teacher and a general education teacher will attend all IEP meetings of students enrolled in the program. Prior to the determination of initial special education eligibility the student's general education teacher will submit a written report detailing the student's current levels of academic achievement and functional performance. And for all reevaluation both the general education teacher and the Special Education teacher will submit reports detailing the student's current levels of academic achievement and functional performance.

CCA will ensure that all information needed or requested to complete the mandated timelines of initial evaluation or reevaluations will be provided.

CCA will participate in each student's annual review by updating the student's current progress and meeting their goals and objectives. CCA will also participate with the complete IEP team in developing new goals and objectives.

CCA will collaborate with the district and parents/guardian to schedule mutually convenient times to conduct all initial eligibility meetings, reevaluations and annual reviews. CCA will send out notice forms if requested. Mandated written notice and consent forms will also be sent based upon district request.

All consent forms²⁵ and IEP meetings will be completed and documented on district or LEA forms²⁶. Ensuring all students receive a Free and Appropriate Public Education (FAPE), CCA will collaborate with the district, which is responsible for providing a full range of Special Education programs and related services in the Least Restrictive Environment. CCA will provide resource services and the following related services: social work, speech and language services and occupational therapy. All other related services, including transportation, CCA will collaborate the district for provisions.

CCA staff will participate in all IEP meetings for their students and will be trained and understand the Least Restrictive Environment requirement of IDEA.

Students with IEPs will be provided with robust supports, using IEP-dictated modifications and supports as a baseline of services to be provided in the classroom. Although all students will be expected to master the content of the curriculum in all areas, the way that content is approached and practiced will be tailored to the needs of each student under the oversight of the Special Education teacher. In addition, our core curriculum materials, including Singapore math (utilizing ability grouping) and Riggs, are proven to work well with all students, especially those requiring remediation and/or additional support.

Progress of students with special needs and the success of the school special education program will be evaluated regularly and frequently. The Special Education teacher will meet with general education teachers frequently to closely monitor student progress on informal and formal assessments. The Special Education teacher will observe in classrooms with students who have special needs to compile data to measure students' progress and inform instruction. This will allow teachers to provide targeted supports within content areas, and celebrate measurable success and improvement. Each quarter, the Special Education teacher and general education teacher will present data on the growth of students with special needs to the Principal and discuss each student and the progress he or she has made on goals. At least annually, and more often if needed, academic and behavioral progress will be reviewed and if necessary, recommendations for changes made to the IEP to reflect the student's current needs and abilities will be made to the district.

Once per quarter, the Special Education teacher will collect student data for students with disabilities and compare it to the progress and trends of their peers without disabilities. This data will be shared with the Principal and other appropriate school leadership so revisions to the school-wide special education program can be made as needed, and changes in instructional strategies and other modifications with whole school populations can be considered.

²⁵ <http://206.166.105.35/spec-ed/html/consent.htm>

²⁶ <https://www.isbe.net/Pages/Special-Education-Individualized-Education-Program.aspx>

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Parents will be integrated as partners and primary educators in the supports provided to special education students, from their informed consent when their student is recommended for evaluations to participation in training to consistent progress monitoring of students. Progress reports on IEP goals will be provided on the same schedule as regular education progress reports or report cards. In addition to participation in IEP meetings and frequent conferencing to brainstorm support strategies that can be integrated at school and at home, parents will be invited to participate in information sessions hosted by the Special Education teacher, and informed of due process procedures and rights. Parents/Families of students with special needs will be highly encouraged to attend every curriculum night (see section 2.7.3) to be well-versed in what their student is learning and how to best support them.

CCA will make known the referral process. It will be reviewed with and communicated to staff at the start of each year, and throughout the year as necessary. CCA staff will be empowered to act as advocates for their student.

If necessary, based on results of initial and built-in assessments, students with special needs will be annually assessed at year end using the Dynamic Learning Maps (DLM) assessment.

CCA will adjust curricula for students with academic difficulty needs through programs that address remediation directly and target specific deficiencies. CCA will implement a time-tested, multi-sensory, brain-based approach that addresses virtually every student's learning style, such as, but not limited to the Riggs method, *The Writing & Spelling Road to Reading & Thinking*. This will be a method that is appropriate for teaching all students the explicit phonics, reading comprehension, language arts and writing skills they must learn in order to succeed. It will provide a strong foundation for students who exhibit academic progress, and will be an effective remedial program for students with academic challenges. EL students will also benefit because the method provides limited concepts at a given time and is practiced until students achieve mastery. We believe one of the best forms of literacy remediation is through a solid phonics program.

CCA will adjust the daily schedule to meet identified needs through the focus on literacy with at least a 90-minute morning period in 1st through 5th grades (45 minutes in Kindergarten) focusing on the various aspects of English language study: phonics, reading comprehension, vocabulary, study of Latin roots, spelling, grammar, handwriting, and composition, with differentiated instruction for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact. This morning period will be supplemented with brief periods of punctuated practice throughout the day.

Low performing students will also be identified through the use of our assessment and diagnostic tools. Students who score below grade level will be given extra support through tiered interventions to reach grade level within the classroom, such as small group setting and differentiated instruction, as well as pull out instruction that allow for more time, support and different materials as needed by the student.

Tiered intervention will be offered during specific study hall hours throughout the week to assist students in need of extra practice, extra time and different materials. Teachers will make themselves available during a time that is outside of the instructional block, but worked into the schedule. This additional contact with the student can help provide structured practice environment and further feedback. When learning gains are not progressing at an appropriate rate, we will provide for tutoring within or out of the school day, depending on students life circumstances. These sessions are programmed for those students requiring extra intervention to bring them up to grade level expectations.

A 2007 longitudinal study led by Dr. Greg Duncan of Northwestern University concluded that early literacy and math skill acquisition is the greatest predictor of later learning. ²⁷By choosing sound research-based programs like Riggs and Singapore math, coupled with a classical curriculum that, by definition, is a literacy-focused curriculum, we propose to provide students with these skills early on to ensure a successful academic future.

CCA will hire a Special Education teacher and two Special Education aides (second aide will start year three). Additional staffing needs will be adjusted to support the needs identified in the IEP or based on the exact student population's needs by hiring the necessary quantity of faculty that is qualified in SPED. This will allow for targeted and individualized differentiation.

²⁷ .Duncan, G.J., et. al. (2007) School Readiness and Later Achievement. *Developmental Psychology*, 43(6):1428-46

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The school will ensure that there is fully qualified Special Education staff to ensure the identified needs of the students are being met according to their prepared IEP's. If the IEP requires support that CCA is not equipped with, CCA will collaborate and inform the district for provision of that support. The Special Education staff, who will be hired by the Principal, will have the responsibility of identifying and delegating school staff to meet the needs of the student population. The identified faculty will carry out responsibilities related to special education and the needs of the student population. If district support is required to meet the needs of the IEP the Special Education staff will inform the district. The Special Education staff will receive technical assistance by the appropriately licensed supervisor. Parents will be involved in this process through healthy and thorough communication. No adjustments in materials, schedule or support will be made for a student without the conferencing and consent of a parent. Parents will be looked at as the primary teacher, thus involvement and partnership is seen as essential. Programs involving parent participation for children with or without special needs, such as, but not limited to parent-teacher-student tutoring sessions, parent-recommended reading, parent visits and volunteer in the classroom, curriculum nights will be encouraged for every child and early on so that when/if a concern arises the parent is already in the know of the child's educational experience. The Journal of School Psychology showed a confirmatory analysis indicating that teacher ratings of parent involvement in first and second grade were significantly associated with higher reading achievement in eighth grade, lower grade retention rates, and lower rates of special education placement through eighth grade. Findings support the benefits of parent involvement in early childhood programs.²⁸

CCA has a language-based approach to education, which means reading will take place in every discipline. Mastery of reading and reading comprehension is vital and a pillar of the classical model that CCA will follow. This is extremely impactful for students with special needs. In 2011, the Mayo Clinic released a study of almost 6,000 students who were studied to report the incidence of learning disabilities in students. The study concluded that over 80 percent of children identified as having learning disabilities have their primary academic problem in reading. The World Federation of Neurology defines reading disability as a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence and sociocultural opportunity. The actual incidence of reading disability representative of the total population is estimated to be at 5.3% to 11%, depending on the definition used to establish it, and more common in boys than girls. "These data demonstrate that reading disability is common among children and should be included among the differential diagnoses considered in children having problems with learning."²⁹ CCA will use Riggs phonics to teach literacy.

CCA is as committed to mastery of mathematics. CCA will use the Singapore math curriculum, which follows a concrete, pictorial and abstract teaching process structuring every lesson. This predictability gives all students, especially those with special needs, the ability to grasp mathematical concepts that build on each other. A 2007 longitudinal study led by Dr. Greg Duncan of Northwestern University concluded that early literacy and math skill acquisition is the greatest predictor of later learning.³⁰

By choosing sound research-based programs like Riggs and Singapore math, coupled with a classical, liberal-arts curriculum that, by definition, is a literacy-focused curriculum, we propose to provide students with these skills early on to ensure a successful academic future.

2.5.2: English Learners

- *Describe the proposed school's methods and strategies for identifying (and avoiding misidentification) and serving English Learners (ELs) in compliance with federal and state law and regulations.*
- *Describe the specific process for identifying students whose first language is not English, including how the school will determine the scope of assistance the students may need and monitor the implementation of services and the progress of ELs, including exit criteria. This answer must describe the approach, programs,*

²⁸ Miedel, A., Reynolds, A. (1999) Parent Involvement in Early Intervention for Disadvantaged Children Does It Matter? *Journal of School Psychology* 37(4):379-402

²⁹ Mayo Clinic. (2011) Mayo Clinic Study Finds Higher Incidence Rate of Reading Disability Among Boys. *ScienceDaily*

³⁰ Duncan, G.J., et. al. (2007). School Readiness and Later Achievement. *Developmental Psychology* 43(6):1428-46

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resources, and personnel, including qualifications, that the school will use to meet the needs of ELs and cite any research and evidence that supports the appropriateness of this approach.

- *Note: All approved schools must adhere to CPS's strict timeline related to EL program administration. I&I shares this timeline with charter and contract schools annually. To become ISBE certified, approved schools must complete ISBE's Charter School Initial Application for English Language Learning Services.*

Chicago Classical Academy Charter School (CCA) will ensure English Learners (ELs) the rights that are protected by federal and state laws. There are a variety of federal laws establishing the rights of ELs, including the U.S. Constitution, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and the Elementary and Secondary Education Act (ESEA) and the Illinois Administrative Code (IAC) 228.

Given the diversity of our student recruitment demographic, CCA's anticipated demographic is as follows:

White alone 25%	Black alone 20%	Asian alone 20%	Hispanic 20%	Other 15%
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(based on demographics discussed in Section 1.1)

CPS' EL average is 17.7% (traditional and charter) with a racial break up as follows³¹:

African American: 37.7%	Asian: 3.9%	Hawaiian/Pacific Islander: 0.2%	Hispanic: 46.5%
Multi-Racial: 1.1%	Native American/Alaskan: 0.2%	White: 9.9%	Not Available: 0.5%

CCA looked at CPS' demographics (above) to gauge our percentage of EL's. Considering South Loop Elementary percentage of EL's (9.5% for 2015-2016) as a conservative estimate, assuming most EL's are Asian and Hispanic, and comparing CPS' Asian and Hispanic racial makeup (50%) to our Asian and Hispanic racial makeup (40%), CCA expects no less than 9.5% EL and no higher than 15% of the student population will need EL services.

CCA will provide the necessary program required from our actual student enrollment and that meets IAC 228.25.

With these stats and the diversity of backgrounds, at full enrollment, CCA is anticipating fewer than 19 EL students who speak the same home language. However, if CCA identifies, through home language surveys and subsequent WIDA-ACCESS Placement Test (W-APT) screening, 20 or more students who qualify for EL services and speak the same home language, CCA will provide a Transitional Bilingual Education (TBE) that meets all requirements in IAC 228.30. The TBE will provide the EL students with:

- Core subjects in the home language and English
- Designated English as a Second Language (ESL) course
- U.S. History course
- Native Land History course
- Reading, writing and literacy in home language
- Any instruction provided in English will include supports and modifications that are to their level of English proficiency
- Appropriate teacher/student ratio

At full enrollment, CCA is anticipating 19 or fewer EL students who speak the same home language. Most likely Mandarin or Spanish will be the home language. We are anticipating there will be more than 19 EL students, but less than 19 that speak any one language. Therefore, a Transitional Program of Instruction (TPI) that meets all requirements of IAC 228.30 will be provided. The TPI will provide the EL students with:

- Designated English as a Second Language (ESL) course
- Core subjects in English
- U.S. History
- Native Land History course
- Any instruction provided in English will include supports and modifications that are to their level of English proficiency

³¹ http://cps.edu/About_CPS/At-a-glance/Pages/Stats_and_facts.aspx

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- Support in the home language (faculty dependent)
- Appropriate teacher/student ratio

CCA will follow that federal and state law that prohibits discrimination against ELs in public education and establishes certain minimum requirements to prevent that discrimination. CCA will use different instructional strategies and approaches based on the specific needs of the EL student and the program will be sufficiently staffed and resourced as required by the needs of the student population and individual student needs to allow students to acquire English in a timely, personal manner and fully participate in opportunities provided by the school to all other students. CCA will provide these students with the services and support that they need and deserve. These staffing and program provisions will meet IAC 228.30. If CCA does not have the appropriate in-house staff to serve the student's EL needs, a contract ESL service provider will be hired.

CCA will give equal access of education to all students not discriminating by a limited proficiency in English. CCA will assist EL students in overcoming language barriers and ensure that they can participate meaningfully in educational programs. CCA will fulfill its duty to adequately communicate with non-English-speaking parents and guardians so that they can be informed and involved about their child's education. This has been done even during early recruitment as seen in our parent surveys and flyers that are in English, Spanish and Mandarin (available on our website) CCA will not discriminate against ELs in their policies or programs. CCA will ensure equitable access and quality services to ELs.

CCA will consider the full range of school policies and practices, including recruitment, admission, assessment, instructional programming, staffing, and communication when planning and executing quality services to ELs.

CCA has an affirmative responsibility to identify such students. Although there is no single correct way to identify ELs, CCA will abide by IAC 228.15. CCA will conduct a home language survey (using CPS's Home Language Survey) for all students who enroll in the school, regardless of apparent language ability or background. The survey will ask students about the languages used at home and if the student speaks a language besides English. The survey will be provided in the language spoken by the parent to help ensure accurate answers. Every student file will be updated adhering to IAC 228.20.

If a student's first language is not English or if the language regularly used by the student's parents or guardians is not English, then CCA will administer the WIDA-ACCESS Placement Test (W-APT) to determine the student's need for EL services. The assessment is administered within 10 days of the student starting school. The student's score on the assessment determines the initial level of EL support he/she will receive. When a student qualifies for EL services, CCA will send a letter home to the family (in both English and the native language) notifying them the student will be receiving EL services.

The assessment will consider four language domains – reading, writing, speaking, and listening. Generally speaking, the same procedures will be used regardless of whether the student joins in the beginning of the school year or transfers in during the year. If, however, a transfer student who is classified as EL comes from a school that uses the same screening test as CCA, it should not be necessary to have the student retake this test to determine if the student is EL. The home language survey and assessment test results will be kept in the student's educational record.

The School Counselor will collect and use the Home Language Survey results to oversee administration of EL assessment (to be within 10 days of the student starting school), including gathering scores and determining the initial level of EL support the student may need to receive. If a student qualifies for EL services, the School Counselor will communicate with the parent/guardian, notifying them the student is eligible for EL services.

Once a student has been designated an EL, he/she will be assessed annually through ACCESS to assess growth and to ensure he/she is still receiving the appropriate level of services for his/her language needs. The EL teacher (or other identified staff) will identify the appropriate tier for ELs assessment based on the student's language skills (listening (K-8), speaking (K-8), reading (1-8), and writing (1-8)).

The student's proficiency score on the assessment determines the level of services and the specific strategies in the EL plan. The student's EL plan will be developed and shared with the family within 30 days of the start of the school year. Students who are identified as not English proficient (NEP) receive the most intense level of support, such as pull-out instruction. The support will be provided by an EL trained instructor. Students who are identified as limited

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English proficiency (LEP) would receive an appropriate level of support, such as more time, one-on-one instruction, more practice, prompting. Regardless of the student's EL level, the EL teacher (or other identified staff) works with the regular classroom teacher on best practices for EL instructions and strategies to differentiate for these students. All strategies and support services must begin within 30 days of the student's start date at the school.

CCA will use a program for ELs that is based on sound theory; executed and supported by effective staff and resources, so that the student has a chance of success; growth and achievement will be frequently evaluated so as to adjust as needed. As such, CCA will use Riggs phonics and Core Knowledge for instruction in phonics, reading comprehension, language arts and writing skills³². EL students will particularly benefit from the Riggs curriculum because the method provides limited concepts at a given time and is practiced until students achieve mastery. We believe that one of the best forms of language instruction is through a solid phonics program. Once an EL understands the sounds of the English language, he/she will progress through the Riggs program to learn the grammar and structure of English, as well as develop vocabulary and reading comprehension. The goal of the CCA EL program is to help the student become proficient in English, demonstrating competency in reading, writing, speaking and listening.

CCA will continuously analyze the effectiveness of the EL program and adapt and modify the program based on student proficiency data. Other programs that may be used based on student-need, include a differentiated study hall built into the school schedule (used by Highpoint Academy and at Savannah Classical Academy), small group instruction method used effectively by many schools (Academy of Math and Science in Tucson). Students demonstrating near level proficiency could benefit from immersion and in-class support. CCA will strive to employ different programs and strategies for different students, adopting what is best for their needs and hiring the staff to support the programs. CCA will continuously assess the EL students English proficiency progress and monitor their need to learn English in a timely manner and receive meaningful access to the rest of the school's instructional program.

At CCA, EL students will be provided with services and support until they are sufficiently proficient in English to participate meaningfully in the regular education program. CCA will annually assess EL students for their English language proficiency using an objective measure of a student's ability to read, write, speak, and comprehend English, and will report assessment data for these students. CCA will provide EL students with appropriate testing accommodations including, to the extent practicable, assessments in the language and form most likely to yield an accurate picture of what students know and can do until they have achieved English proficiency. If CCA receives funding for EL services under Title III of the ESEA, they will follow additional testing and reporting requirements. CCA will also monitor the progress of former EL students for two years after they achieve proficiency. EL students will be administered the ACCESS assessment during Jan-March testing window. Students who obtain an overall composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 are to be considered English language proficient and will no longer require further testing.

CCA will create an EL plan for each English learner at the school. This plan includes annual goals and benchmarks for the student, as well as strategies for support and instructional techniques that will be used. These plans will be developed in collaboration with the parents or guardians and regular classroom teachers. Once an EL plan is in place, the designated EL teacher also develops and maintains a portfolio to track the student's progress. This portfolio will include interim assessment data and results from the annual assessment for ELs to provide a comprehensive picture of the student's progress in developing English language skills.

If an EL is struggling to meet benchmarks, the designated EL teacher and the regular classroom teacher(s) will collaboratively discuss additional interventions that can be used to support the student's learning.

When a student reaches proficiency on the ACCESS assessment for ELs and all other classroom assessment data indicated competent English language skills, the student exits the school's EL program. CCA will follow Section 228.27 requirements for exiting students out of the EL program. The goal of CCA is for students to achieve their

³² Linan-Thompson, L., Vaughn, S. (2007). *Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4*. Alexandria, VA: Association for Supervision and Curriculum Development

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appropriate English proficiency. CCA is committed to providing the needed services and plans, no matter the duration.

CCA will ensure that all limited-English speaking parents, including parents of EL students, are adequately notified of any school activity or program. Notification will be sufficient so that parents and guardians can be informed about their child's education. If necessary, CCA will provide notification in the parents' home language. CCA will have clear guidelines and an effective process for ensuring that they communicate effectively with EL students and their families.

CCA will follow student-teacher ratio, per IAC 228.30, and teachers will be highly qualified. CCA, when hiring teachers, will ensure that the qualifications of the EL teachers are comparable to the qualifications of the teachers who teach the non-EL students. If a teacher is responsible for both subject matter instruction as well as English language development, the teacher should be qualified in both areas. Teachers who instruct students with different levels of English proficiency in the same class will receive specialized ESL training. If CCA can demonstrate that it has unsuccessfully tried to hire qualified teachers, it must provide adequate training to teachers already on staff to meet the programmatic requirements of its EL program to provide ESL instruction. Teacher aides will be used to supplement instruction, and will receive ESL instruction if necessary, but the primary education of EL students will be by qualified teachers. As the number of EL students in our school increases over time and CCA achieves full enrollment, all CCA teachers will receive additional training in instructing EL students. If a student's EL needs are outside of CCA's scope, we will contract support to ensure the student's program provides necessary support to achieve English proficiency. CCA will look to hire a Spanish teacher that will demonstrate fluency in reading, writing, speaking, and listening in both English and the foreign language and have adequate instruction in bilingual education methods. All training and qualifications required by the EL program will align with IAC 228.35.

At the beginning of each school year, all relevant teachers receive the EL plan for each English learner enrolled in the school. This provides the teacher with context on the student's goals, strategies towards meeting those goals, and samples of their past works. Teachers will communicate and collaborate to understand practical strategies for differentiation and instruction that worked well for that individual student the previous year, in addition to any social challenges the student may have faced. Parent, family and other relevant community members will be involved in making the student's program plan as per IAC 228.30.

CCA will evaluate the EL program to make sure its EL students are overcoming language barriers and meeting academic goals. The evaluation will cover both the policies and actual practices of the school in all areas mentioned above, and include a review of the performance of both current EL and former EL students. CCA will modify its program if the results indicate that EL students are not making sufficient progress to English proficiency. This evaluation will occur annually. If Chicago Public Schools cannot provide oversight for the CCA EL program, CCA will contract with an outside unbiased evaluator with the requisite skills; the evaluation will satisfy IAC 228.60.

The EL support provides for understandable instruction while the curriculum content in language arts and the core subject areas remain the same as they are for fluent English speakers. Instruction is supported through the use of English as a Second Language (ESL) instructional strategies, such as but not limited to:

- Providing a climate of warmth and caring which nurtures a sense of comfort.
- Seating the student close to the front of the room.
- Establishing a daily routine in the classroom and prepare the students for any changes
- Using as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Providing ELs guidelines for written work and homework assignments
- Providing alternative instruction whenever the class lessons are extremely difficult for the EL student
- Arranging small discussion and talking activities that permit students to practice verbal skills.
- Using oral techniques, such as cueing, modeling elicitation and chunking
- Using graphic organizers such as webbing and semantic maps
- Modifying lesson objectives according to the language level of the EL student
- Using manipulatives to help students visualize the math concepts

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- Allowing students to use computational aids such as number lines, abacus, counters and computation charts
- Teaching math concepts and computation procedures through games and kinesthetic activities
- Giving practice in reading word problems by identifying the keywords to determine the operation needed to solve the problem
- Using the cooperative learning approach in which the student is given the opportunity for peer instructions

All EL students who do not meet specific levels of performance in reading, writing, science and/or mathematics will be provided with a monitoring plan to assist the student in meeting state and district expectations for proficiency in that area(s). EL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments. Documentation of the monitoring plan will be maintained as per IAC 228.50.

CCA will adhere to CPS's strict timeline related to EL program administration that is shared with schools annually.

Upon approval CCA will complete ISBE's Charter School Initial Application for English Language Learning Services.

References to current research:

*How Do the Critical Elements of Reading Contribute to the Reading Development of English Language Learners?*³³

A balanced curriculum requires instruction in all the elements of reading. Reading instruction for ELs is most effective when both basic and higher-order skills are included on a daily basis. English language learners can benefit from sound reading instruction even before they are fully proficient in English as long as the instruction is comprehensible (Geva, 2000; Hudelson, 1984; Linan-Thompson et al., 2003).

Phonological awareness is an important early reading skill for all students. A number of studies have found that students that have phonemic awareness in their home language can often transfer that knowledge to a second language (Gersten & Geva, 2003). However, when they are receiving beginning reading instruction in a new language, children will be learning some phonemes that may not exist in their home language, and they will need explicit instruction in producing these sounds and may need additional practice to identify them readily. If students have not yet developed phonemic awareness skills, participation in carefully designed activities will help them develop such skills and familiarize them with the sounds of English (Gersten & Geva, 2003).

In addition to the new sounds that students may need to learn in order to participate in phonemic awareness activities, they may also need to learn new letter-sound correspondences, new orthographic patterns, and which orthographic representations are most important in English (Durgunoglu, Nagy, & Hancin-Bhatt, 1993). Explicit instruction in these differences contributes to the development of appropriate decoding skills (Fashola et al., 1996).

Although many English language learners develop phonemic awareness and decoding skills, their fluency development tends to lag behind. Improved fluency and automatic word recognition will allow students to focus on understanding and analyzing the content of the text. Repeated reading activities provide the practice these learners need to develop automatic recognition of English phonemes, high-frequency words, and word patterns, which in turn increases reading rate and accuracy (Grabe, 1991; McLaughlin, 1987).

Vocabulary development is perhaps the most critical element of literacy instruction for English language learners. Vocabulary knowledge is necessary for reading comprehension, and for ELs it is also necessary to develop English oral language skills. It is not possible to directly teach ELs all the vocabulary they will need; therefore, teaching students strategies for learning new vocabulary is essential so they can acquire new vocabulary on their own.

Strategy instruction is also a key component of comprehension instruction. ELs use the same cognitive strategies as native English speakers to comprehend the text they read. Grabe (1991) found that providing ELs a framework for using strategies prior to, during, and after reading helped students comprehend text.

Comprehensive reading instruction taught explicitly and systematically builds both reading and English language skills. Specific factors that contribute to instructional efficacy are the explicit teaching of English letter-sound correspondences; word patterns and spelling rules; vocabulary development that emphasizes relationships between

³³ Linan-Thompson, L.; Vaughn, S. (2007) *Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4* Alexandria, VA: Association for Supervision and Curriculum Development.

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and among words to build oral language skills; instruction in when, where, and how to use comprehension and vocabulary strategies; and introduction of skills in isolation and practice in context.³⁴

2.5.3: Multi-Tier Systems of Support

- *Describe how the school's educational program will identify and meet the needs of students who require academic support or intervention beyond that provided in the general education program. Identify specific differentiated instructional strategies, programs, services, or supports.*
- *Note: This question does not refer to services to support students with Special Education needs or who are English Learners, but rather refers to students within the general education population who are performing below grade level and need remediation and additional support.*

The framework used to identify student learning deficiencies, develop hypotheses, formulate a plan, monitor progress, and analyze results will follow the Multi-Tiered Systems of Support (MTSS) model. CCA does not view the MTSS as something specific to special education services; rather it is a whole-school intervention model that improves educational outcomes for all students (including English Learners, at-risk students, underperforming student, and advanced learners). If the MTSS is being implemented effectively, students will be identified for additional support and intervention early. With the MTSS, there is a continuum into which students fall based on the number and level of interventions they need to be successful both academically and behaviorally:

To implement the MTSS, the school will set up systems and methodologies to address student needs that may include data-based goals, reflection and review of instruction and methodology, differentiation of the instruction and other targeted interventions as well as formative and summative assessments. MTSS seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. The MTSS Model is as follows:

- **Tier 1 (core instruction and universal supports available to all students)** Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful. Approximately 80% of students fall into this level and their needs are typically met in the mainstream classroom through CCA's continuous cycle of standards-based instruction, assessment, analysis, re-teaching using different strategies when needed, re-assessment, etc. We expect teachers to differentiate lessons, adapt learning targets, model concepts, provide instruction, and develop activities to address a range of learning styles and educational needs. Teachers assess student progress regularly and identify those struggling to keep up, in which case they are referred to Tier 2.
- **Tier 2 (supplemental instruction or intervention provided to targeted groups of students)** Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports in addition to and aligned with the core instruction provided through Tier 1. Approximately 5-15% of students fall into this level and they need more targeted, specific interventions to find academic and behavioral success. Students needing interventions at this level are placed in small working groups within the classroom to focus three or four times on more targeted intervention by the teacher, which may include one-on-one tutoring, small group support, appropriate modifications to assignments, and other supports. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. If a student continues to not make sufficient academic progress, a more intensive intervention plan will be put in place with the assistance of the school's Student Services Team. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio.
- **Tier 3 (intensive individualized intervention and supports provided to individual students)** Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and

³⁴ <http://www.readinghorizons.com/blog/post/2009/12/08/phonics-for-esol-students-and-ell>

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intervention based upon individual student need. Tier 3 supports are provided in addition to and aligned with the core (Tier 1) and supplemental (Tier 2) academic and behavioral instruction, interventions, and supports. Approximately 5% of students fall into this level and they require the most intense level of interventions because their actual performance is significantly below their expected benchmarks. These interventions usually involve one-on-one support, push-in support, pull-out support, or small group support. When learning objectives are met through intensive interventions, the student may be moved back into Tier 2 supports. Students who remain unresponsive to Tier 3 interventions will be referred to the SST for clinical evaluation to determine the presence of any learning disabilities.

The tiers are not a “set” series of interventions or activities that all students move through. Rather, they are fluid and flexible; students may move from a lower to a higher tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progress and the performance gap with grade level and classroom peers closes, the student may no longer need anything beyond Tier 1. The MTSS framework is designed for all students, including general education students, EL students and students with IEPs. “All students” includes those who struggle, those who excel and demonstrate needs beyond the core, and those who are English language learners. If the STT team determines that a student is not making adequate progress after the provision of effective Tier 1, Tier 2, and Tier 3 intervention and supports for an appropriate amount of time, or that the services are effective but may require substantial and sustained effort that may include special education and related services in order to maintain progress, the team will refer the student for further evaluation.

Students will participate in routine progress monitoring using assessment tools such as NWEA MAP/MPG, DIBELS testing, and curriculum-specific assessments. Based on the results of those assessment, tiered intervention will be offered during specific study hall hours throughout the week to assist students in need of extra practice, extra time and different materials including those with or without disabilities. Teachers will make themselves available during a time that is outside of the instructional block, but worked into the schedule. This additional contact with the student can help provide structured practice environment and further feedback. When learning gains are not progressing at an appropriate rate, we will provide for tutoring within or out of the school day, depending on students life circumstances. These sessions are programmed for those students requiring extra intervention to bring them up to grade level expectations.

2.5.4: Advanced Learners

- *Describe how your education program will identify and meet the needs of academically advanced students. Identify specific programs, services, or supports.*

CCA believes all students have great academic potential and holds everyone to high standards, providing support to ensure success, and providing access to as much educational enrichment as possible. CCA is able to appropriately challenge all students, including advanced learners, though the flexibility of its program, as well as through the differentiation that happens in all classrooms. Math is ability grouped, allowing advanced learners to excel at his/her own pace.

CCA will provide a rigorous academic curriculum to all students. If a parent thinks their child is not being appropriately challenged, they should notify the Principal so appropriate action can be taken.

To identify advanced learners, CCA will establish the following identification process:

- For students identified as potential advanced learners through initial student-teacher interactions and parent assessment, the Student Services Team will gather a body of evidence to support the designation. This evidence will include cognitive testing, including data from the NWEA MGP and MAP assessments, academic performance, and teacher and parent assessments using the National Association for Gifted Children *Traits of Giftedness* as a guide³⁵.

³⁵ <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals/traits>

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- If the student demonstrates exceptionally high academic potential, the SST will identify areas of strength. The areas of strength include: verbal reasoning, reading, writing, quantitative, non-verbal, creative, talent, and leadership.
- Advanced learners may have strengths that lie in specific areas and they need not be advanced across the board. It is also possible for advanced learners to have a disability in addition to their strength(s), in which case they are referred to as twice exceptional. Each advanced learner is unique, and may or may not readily demonstrate his/her strengths in the classroom for various reasons.
- When a student is determined to be an advanced learner, an Advanced Learning Plan (ALP) will be developed by SST along with the student's teachers. The plan will be submitted to parents for review.
- The student's ALP should be like a blueprint that maps out what the student hopes to learn and accomplish in their area of strength. By becoming autonomous, with guidance from home and school, the benefits are endless. When students become independent learners and self-advocates, they will:
 - Take control of their learning
 - Have a deeper understanding of their learning style and become strength-based learners
 - Become the driver in improving their education
 - Acquire learning skills that will apply to learning situations in life
 - Will develop a greater sense of their abilities and become autonomous

If a student is identified and meets the threshold for the creation of an Advanced Learning Plan (ALP), CCA will work actively to develop an ALP designed to accommodate the student's needs. This would include student-specific strategies that teachers would use to ensure the student is appropriately challenged and stimulated.

The CCA SST, teachers, student, and parents will all be involved in the annual ALP review process:

- At the beginning of each academic year, parents, teachers, the student and SST personnel will complete a beginning of year survey.
- The student and teachers will set goals for the student.
- In November to January, the student's progress will be assessed and adjustments made to the ALP as needed.
- In February to April, a second check will be made of the student's progress and adjustments made as required.
- At the end of the year, the SST, teachers, student, and parents will evaluate goals for the year.

Section 2.6: School Calendar and Schedules

The school calendar and schedule provide a clear picture of how students and teachers will spend a typical day at school, incorporating all of the unique aspects of the proposed school model.

Annual calendar that:

- *Is compliant with the Illinois School Code*
- *Reflects all of the instructors' professional development days and student assessment days*
- *Is supported by the school's proposed budget*

Teacher and Student Weekly Schedules that:

- *Provide a clear picture of how a teacher or student would respectively spend a day at the school*
- *Reflect all of the instructors' described professional development requirements, collaboration time, and roles and responsibilities*
- *Reflect all described student activities*

2.6.1: Annual Calendar

Briefly describe the annual calendar and how it will support the mission of the school. Complete the calendar template provided in the RFP resource materials. Describe how the annual calendar may change in years 2 through 5.

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Appendix 2.6: In Appendix 2.6, applicants must provide the school calendar for the proposed school's first year of operation that clearly articulates:

- Total number of days of instruction for the school year;
- Total number of hours of instruction for the school year;
- First and last day of classes;
- Organization of the school year (i.e., semesters, trimesters, quarters, etc.);
- All planned holidays and other days off, as well as planned half days, including Professional Development days or meetings; and
- Dates for summer school, orientation and other activities outside of the core academic calendar.

The academic year is divided into two semesters with four quarters and includes 185 days of instruction and a total of 195 teacher work days (in first year of operation there are an additional 10 days of professional development, a total of 205 teacher work days). An additional four emergency days are planned at the end of the year. A copy of the 2018-19 Calendar can be found in Appendix 2.6.

Calendar overview:

- For the 2018-19 academic year, classes will begin on August 16 and end on June 6
- 185 instructional days (including 3 early-dismissal days for report card pick-up);

	Instructional days	Hours per day	Instructional time/day	Lunch & recess/day	Instructional hours/year
Kindergarten	183.5	7.25	355	20/60	1086
Grades 1-4	183.5	7.25	360	20/55	1101
Grades 5-6	183.5	7.25	390	20/25	1193
Grades 7-8	183.5	7.5	420	30	1285

- 4 additional planned days to ensure the minimum 176 days of actual pupil attendance
- 195 total teacher work days: 185 instructional, 10 professional development (and additional 10-day session is planned prior to YR1)
- Summer school will be held for a 3-week period during the month of July
- Orientation will be held the first Friday of school (Aug 17, 2018) and grouped based on grade level (K-2; 3-5) (the communal orientation will encourage dialogue between parents and across grade levels.
- Four student community service days, one per quarter
- Four parent curriculum nights, one per quarter
- Humanities Day (exact day to be determined)
- Night of The Arts (exact day to be determined)

The 13-day professional development program described in section 2.9.2 takes place in late July and August.

Changes in YR2 – YR 5

In year one, all CCA teachers will attend an intensive 10-day training provided by BCSI. This training will not be provided YR2-YR5.

CCA calendar will change slightly year-to-year as holidays shift. Exact calendar days, instructional days, professional development days, parent events will be scheduled to ensure maximum impact and participation.

Depending on feedback we receive from parents, family events may be scheduled in a different manner and at a different rate.

CCA is committed to providing sufficient instructional time. Instructional days will not fall below 180. Quarter length, state and local exam requirements, holidays will determine future schedules.

Domain 2: Academic Plan



Chicago Classical Academy 2018-2019 School Calendar

August					September					October					November				
Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri
		1	2	3	3*	4	5	6	7	1	2	3	4	PD				1	2
6	7	8	9	10	10	11	12	13	14	8*	9	10	11	Q1	5	6	7	8	9
PD	PD	PD	FD	17	17	18	19	20	21	15	16	17	18	ED-RC	12	13	14	15	16
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26	19	20	21	22*	23*
27	28	29	30	31						29	30	31			26	27	28	29	30

December					January					February					March				
Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri
3	4	5	6	7		1	2	3	4					1					1
10	11	12	13	14	7	8	9	10	11	4	5	6	7	8	4	5	6	7	8
17	18	Q2	ED-RC	PD	14	15	16	17	18	11	12	13	14	15	11	12	13	Q3	PD
24	25	26	27	28	21*	22	23	24	25	18*	19	20	21	22	18	19	20	21	ED-RC
31					28	29	30	31		25	26	27	28		25	26	27	28	29

April					May					June					July				
Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri
1	2	3	4	5			1	2	3	3	4	5	LD	RC	1	2	3	4	5
8	9	10	11	PD	6	7	8	9	10	10EM	11EM	12EM	13EM	14	8	9	10	11	12
15	16	17	18	19	13	14	15	16	17	17	18	PD	PD	PD	15	16	17	18	19
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
29	30				27	28	29	30	31						29	30	31		

Important Dates

First day of school: August 16, 2018

Last day of school: June 6, 2019

Total instructional days: 185

Q1 08/16-10/12 39 days

Q2 10/15-12/19 46 days

Q3 01/07-03/14 47 days

Q4 03/18-06/06 53 days

Orientation: 08/17/2018

Additional 10-day YR1 training for academic staff:

July 30-Aug 10

Family events:

Career days

Parent curriculum nights

Humanities Day

Night of the Arts

Legend

Q	End of quarter
ED	Early dismissal (1PM)
RC	Report card pick-up
FD	First day of classes
LD	Last day of classes
PD	Professional development (no classes)
EM	Emergency day
	Summer program
*	Holiday
	Day of non-attendance for students

2.6.2: Student Schedules

For each division of the school (i.e., lower elementary, upper elementary, middle, high), provide the following for a typical week of instruction:

- A Sample Student Schedule for a typical week;
- A description of a typical school day from the student's perspective. Include start and dismissal times and any regular variations, (for example one day a week early dismissal for teacher professional development), what happens during the school day, including the structure of academic and enrichment/elective courses, before or after school activities, and remediation or other non-core academic components of the proposed school design. If responsibilities or schedules vary significantly among students in the same grade division, include additional scenarios and an accompanying explanation; and
- Describe any changes planned for the student schedule in years 2 through 5.

At CCA, every school day begins with a sequence of activities carefully designed to convey a clear sense of expectation and to demonstrate our personal concern for each individual child. As parents drop off their children in the morning, the teachers and principal greet the students outside the building. This simple act of civility lets children know they are wanted at school, and it also visually suggests a handing over of the child to the teacher's authority.

Doors open at 7:00 am for before-school care. Breakfast will be available starting at 7:30 am and will be delivered to pre-assigned classrooms.

Domain 2: Academic Plan

School starts at 8:00 a.m. for all students. Students should be ready and prepared to learn at this time. The class will recite the Pledge of Allegiance before the first lesson.

The class schedule is ordered according to the following principles:

Lower school:

1. English and math are best scheduled in the morning when the students are most alert.
2. English literacy subjects are taught at the beginning of the day in grades K-4. Children learn phonics first in the morning and have reading groups. This schedule also allows parent volunteers to participate right after they bring their own children to school to learn phonics alongside their children and assist with leading their own reading group (primarily in grades K-2, and possibly 3).
3. In the elementary grades, *Reading* means the students read the practice reading books in their ability-grouped circles. *Literature* means the teacher is teaching a work of literature to the students.
4. A common math block (9:45-10:35 am) across all elementary grades permits ability grouping of the students.
5. K-2 have an extra 20 min of recess schedule in the first half of the day
6. Specials (Music, Art, PE, Spanish) normally meet every other day. In the 6th grade, students take Latin as their fourth special.
7. The K-4, the special block is 40 min, for 5-6 it is 50 min.
8. With a school of several hundred students, daily opening activities (attendance recording, pledge of allegiance, recitations, and announcements) are best done in the classroom.
9. In the elementary school, lunch is staggered somewhat to prevent overcrowding of the lunchroom and playground. Final lunch schedule will be finalized once the facility is secured and the exact space features are known.
10. Recesses and restroom breaks are scattered through the schedule to accommodate the younger students.
11. With the exception of the kindergarten teacher (who teaches music and art), teachers have prep time during the two *specials* blocks.
12. All K-6 students have study hall schedule during the school day for extra support, individual attention and intensive remediation when needed. K has a full hour at the end of the day to ensure that all students receive the necessary foundation to excel as they progress forward. For K, study hall may often take the form of structured play. Students who do not need additional support or instruction may use this period as an additional recess or reading at the library.
13. For grades K-6, the school day ends at 3:15 p.m. Please see table in section 2.6.1 for instructional time.

Sample weekly schedule

1 ST GRADE	MON	TUE	WED	THUR	FRI
7:20	Get to school	Get to school	Get to school	Get to school	Get to school
7:30 – 7:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 – 8:20	Reading (ability grouping)	Reading (ability grouping)	Reading (ability grouping)	Reading (ability grouping)	Reading (ability grouping)
8:20 – 9:05	Phonics& Spelling Grammar, Handwriting & Composition	Phonics& Spelling Grammar, Handwriting & Composition	Phonics& Spelling Grammar, Handwriting & Composition	Phonics& Spelling Grammar, Handwriting & Composition	Phonics& Spelling Grammar, Handwriting & Composition
9:05 – 9:25	Literature	Literature	Literature	Literature	Literature
9:25 – 9:45	Recess	Recess	Recess	Recess	Recess

Domain 2: Academic Plan

9:45 – 10:35	Math	Math	Math	Math	Math
10:35 – 10:40	Break	Break	Break	Break	Break
10:40 – 11:25	Science	Science	Science	Science	Science
11:25 – 11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45 – 12:05	Recess	Recess	Recess	Recess	Recess
12:05 – 12:35	Literature	Literature	Literature	Literature	Literature
12:35 – 12:40	Break	Break	Break	Break	Break
12:40 – 1:20	Spanish	PE	Spanish	PE	Spanish
1:20 – 2:00	Art	Music	Art	Music	Art
2:00 – 2:05	Break	Break	Break	Break	Break
2:05 – 2:45	History & Geography	History & Geography	History & Geography	History & Geography	History & Geography
2:45 – 3:15	Study hall	Study hall	Study hall	Study hall	Study hall
3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Upper school (7-8)

1. There are 7 50 minute daily class periods, a 30-min lunch, and a 30-min study hall.
2. Students can consult with teachers, begin homework, and receive additional reading instruction (if needed) during pre-scheduled study hall hours at the end of the school day (3:30-4:00). Upper school teachers will staff these additional study hall hours on a rotating schedule. Tutoring will also be provided through partnerships developed with organizations including, but not limited to, Americorp, Jesuit volunteer corps and TFA.
3. The standard teaching load is four classes plus a lunch and/or study hall, though there may be some variation.
4. The schedule assumes a 5-minute passing period is adequate.
5. Music/Art and Elective/PE periods alter A and B days
6. For grades 7-8, the school day ends at 3:30 p.m. Please see table in section 2.6.1 for instructional time.

Domain 2: Academic Plan

Sample weekly schedule (7th grade)

7 TH GRADE	MON	TUE	WED	THUR	FRI
7:20	Get to school	Get to school	Get to school	Get to school	Get to school
7:30 – 7:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 – 8:50	Math	Math	Math	Math	Math
8:55 – 9:45	English	English	English	English	English
9:50 – 10:40	History	History	History	History	History
10:45 – 11:35	Science	Science	Science	Science	Science
11:40 – 12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:15 – 1:05	Music	Art	Music	Art	Music
1:10 – 2:00	PE	Elective	PE	Elective	PE
2:05 – 2:55	Latin	Latin	Latin	Latin	Latin
3:00 – 3:30	Study hall	Study hall	Study hall	Study hall	Study hall
3:30	Dismissal	Additional study hall hours	Dismissal	Dismissal	Dismissal

Changes, years 2-5

Year 2: There should be no changes in year 2, except that 6th grade students will take Latin instead of Spanish as their 4th special. A staff member or part time employee with Latin expertise will be hired to cover the 1 Latin section for the first 6th grade class. Six new classroom teachers will be hired to teach the additional grades.

Year 3: In year 3, CCA will have 7th grade students. These students will be taught by subject-matter experts. Their day will be 9 periods long (7-50 minute periods with a 5 minute passing period). The lunch period (30 min) will be during 5th period and a study hall (30 min) will be in 9th. The remaining 7 periods will be: Math, English, History, Science, Language, Music/Art, Elective/PE (the last two periods alter A and B days).

Each teacher will teach 4 sections (for example, 2 math sections and two History sections), and a study hall or lunch. The school day for 7th graders will start at 8:00. Dismissal for 7th graders will be at 3:30 PM

The lower school schedule will not change.

Year 4: In year 4, CCA will have 8th grade students. These students will be taught by subject-matter experts. They will follow the same Upper School schedule as the 7th graders. Their day will be 9 periods long (7-50 minute periods with a 5 minute passing period). The lunch period (30 min) will be during 5th period and a study hall (30 min) will be in 9th. The remaining 7 periods will be: Math, English, History, Science, Language, Music/Art, Elective/PE (the last two periods alter A and B days).

Each teacher will teach 4 sections (for example, both the 7th and the 8th grade history sections), and a study hall or lunch. The school day for 7th and 8th graders will start at 8:00. Dismissal for 7th and 8th graders will be at 3:30 PM.

The lower school schedule will not change.

Year 5: There will be no changes in Year 5

Domain 2: Academic Plan

2.6.3: Teacher Schedules

Provide the following for a typical week of instruction:

- *A Sample Teacher Schedule for a typical week;*
 - *A narrative describing a typical teacher day and week, including the length of the teacher's work day and time devoted to core teaching assignments, planning, professional development, and other activities and responsibilities (e.g. lunch duty, advisory groups, etc.). If responsibilities or schedules vary dramatically among teachers in the same grade division, include additional scenarios and an accompanying explanation; and*
 - *Describe any changes planned for the teacher schedule in years 2-5.*
-

CCA is committed to providing the academic staff with a strong balance and including sufficient prep-time to ensure quality instruction and a staff that is not overworked.

Teachers in the lower school (K-6) will typically teach 5 periods and have 2 prep periods (during the 2 specials blocks). K-6 teachers will also be expected to proctor recess and usher students to their special, and lunch as a class, in a line that is silent and keeps its hands to itself.

Kindergarten teachers will be expected to teach Art & Music and will have a prep period during the other special block. Kindergarten teachers will also be able to use a portion of the study hall hour at the end of the day for prep-time with the assistance of a Teacher Aide.

There are no early dismissals for professional development.

A typical day would begin at 7:30 am. Teachers will assist students who come for breakfast on a rotating schedule. Lessons begin at 8:00am.

There may be a quick classroom meeting first thing in the morning, followed by English Language arts. Children learn phonics first in the morning and have reading groups. This is scheduled early in the day to allow parent volunteers to learn the phonics alongside their children and assist with leading their own reading group. K, 5 & 6 will have a special during this block of time – teachers will use this period for lesson-prep; K-2 will have a morning recess break.

This will be followed by a shared math block across the lower school. Students will be grouped by ability to ensure that everyone is taught to their full potential. K, 5&6 teachers will have 40/50 min of prep-time as their students head to a special. Grades 1-4 will be teaching science.

For K-4, this is followed by lunch and recess. The exact schedule and arrangement will reflect the facility space once secured. Grade 5-6 have another Literature block before heading to lunch and recess.

Kindergarten teachers will finish off the day rotating between 10-min phonics review slots and 30-min core subject blocks (Science, Literature and History & Geography). The final hour will be devoted to study hall. Teachers can use this time to finish any lesson and address any issues the class is having as a whole, as well as for personalized and small-group instruction. The study hall period may also be used for prep-time when appropriate.

First and Second grade teachers will teach Literature after lunch. This is followed by two consecutive specials blocks to be used for lesson-prep. Teachers are expected to usher students to their specials. They finish off with a lesson on History & Geography. The 30 min study hall at the end of the day allows for personalized and small-group instruction for students that need additional help.

Third and Fourth grade teachers will follow a similar schedule. More time will be devoted to History & Geography (a full 50 min) in between the two specials (still at 40 min). In addition, there will be another 20 min recess period for 3rd and 4th in the second half of the day. A 30-min study hall will follow the last specials block.

Fifth & Sixth grade Teachers will teach Science and History & Geography after lunch. The day will wrap up with a 40-min study hall.

Students are dismissed at 3:15 and teachers leave at 3:30 pm. There will be a weekly staff meeting on Wednesdays from 3:30-4:30 pm. All faculty must be in attendance. These can include safety training or certification sessions.

Domain 2: Academic Plan

4 TH GRADE	MON	TUE	WED	THUR	FRI
7:20	Get to school	Get to school	Get to school	Get to school	Get to school
7:30 – 7:55	Monitor Breakfast	<i>Prep period</i>	<i>Prep period</i>	Monitor Breakfast	<i>Prep period</i>
8:00 – 9:40 ELA BLOCK	Reading Phonics Spelling Grammar Handwriting Composition Literature	Reading Phonics Spelling Grammar Handwriting Composition Literature	Reading Phonics Spelling Grammar Handwriting Composition Literature	Reading Phonics Spelling Grammar Handwriting Composition Literature	Reading Phonics Spelling Grammar Handwriting Composition Literature
9:45 – 10:35	Math	Math	Math	Math	Math
10:35 – 11:25	Science	Science	Science	Science	Science
11:25 – 12:05	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:05 – 12:45	<i>Prep period</i>	<i>Prep period</i>	<i>Prep period</i>	<i>Prep period</i>	<i>Prep period</i>
12:50 – 1:40	History & Geography	History & Geography	History & Geography	History & Geography	History & Geography
1:40 – 2:00	Recess	Recess	Recess	Recess	Recess
2:00 – 2:40	<i>Prep period</i>	<i>Prep period</i>	<i>Prep period</i>	<i>Prep period</i>	<i>Prep period</i>
2:45 – 3:15	Study hall	Study hall	Study hall	Study hall	Study hall
3:30 – 4:30	EOD	EOD	Staff meeting	EOD	EOD

Changes, years 2-5

Year 2: There should be no changes in year 2. Sixth grade teachers will follow a very similar schedule as the other lower school teachers. Additional staff will be hired for the growing student body including a part-time Latin teacher. The Latin teacher will be available to staff additional study hall hours to provide personalized and small-group instruction given the light workload YR1.

Year 3: In year 3, CCA will have 7th grade students. Teachers in the upper school (7-8) teach 4 periods and a study hall or lunch. This allows for teachers to support elective options as well as provides ample time for lesson preparation.

The lower school schedule will not change.

Year 4: CCA will have 8th grade students. 8th grade teachers will follow the same schedule as the 7th grade teachers. The full-time specials staff of 7 will support the elective block.

The lower school schedule will not change.

Year 5: There will be no change in YR5.

Section 2.7: School Culture and Engagement

2.7.1: School Culture

Describe the school's general approach to, and rationale for, its school culture, along with the policies, systems, and traditions that will help the school achieve this culture. Address the following:

- *Describe how the school will establish and maintain a culture that supports students' intellectual and social development, including the plan to communicate expectations for school culture to students, teachers, administrators, and parents/guardians.*
- *Describe any extracurricular activities that the school will offer to develop and nurture the social needs of students.*
- *Identify the members of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing the components of this section.*

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A response will generally be considered as having met the standard if it has all or most of the following characteristics:

The proposal describes appropriate and effective strategies promote a positive academic and social environment with high behavioral and academic expectations.

An intentional strategy—citing clear policies, systems, and traditions—to promote positive student behavior and foster a positive academic and social environment with high expectations

- *Well-defined goals for school culture and plans to monitor progress*
- *A plan to communicate and norm a culture of high expectations with students, teachers, administrators, and families and promote positive behavior*
- *Clearly identified staff members to perform all roles and responsibilities described in this subsection, with alignment to their job descriptions, annual and weekly schedules, and the staffing and organizational charts*

Culture is one of those items in a school that is intangible, yet it's vital: visitors can feel it as soon as they are in the building. The same thing goes for the students, and the staff. Just because culture is intangible doesn't mean that it's undefinable. The classical model is set up perfectly to build a strong and cohesive school community. At CCA, our desire is to create safe, respectful and collegial environment that values discipline and civility and where the joy of learning takes place. Our students will be expected to be well behaved, to respect themselves, others and property. Helping to create good order and discipline is a team effort, and we will enlist the proactive cooperation of staff, students and parents to that end. Student self-government and a sense of purpose develop from application and accomplishment, from consistent expectations in the school climate and culture, and from the habitual practice of those traditional virtues (discussed in detail below). The aim of CCA is to teach students. "Student" derives from the Latin word *studēre*, which means "to give attention to," "to take pains with," "to apply oneself to," "to strive after," "to pursue," "to desire." Students, then, are by definition diligent in, attached to, zealous for their studies. We simply expect students to live up to their name.

We believe that nurturing positive character development is a crucial aspect of a quality school, and that a culture of character is closely tied to academic performance and the success of the learning community. Teaching and coaching in the classical virtues will be integrated throughout the curriculum and in all grades, specifically through student exposure to stories of self-mastery found in classical literature and history.

We believe one becomes good only by practicing right behavior. At Chicago Classical Academy, high academic achievement, personal discipline, ethics, and responsibility will consistently be reinforced through a disciplined environment and the study of subjects in the classical tradition. The program introduces and instills virtues of character in the lower grades (K-6) through Six Pillars of Character (courage, courtesy, honesty, perseverance, self-government, and service) as measurable and achievable complements to the four classical virtues.

Prudence – Justice – Temperance – Fortitude

Given the youth and inexperience of a young student body, we have focused on specific achievable elements of these virtues (the Six Pillars).

Prudence (Wisdom): The habit of choosing the right means to achieve worthy ends. To achieve *Prudence*, or *Wisdom*, a student needs to exercise their memory, demonstrate inventiveness, foresight, circumspection, caution and sagacity. *Wisdom* is a lofty goal for younger students, but one we will introduce from the beginning. Exploring the world, learning about the great achievements of past and present, and preparing oneself for becoming a responsible, thinking and engaged adult – these are the goals our students will set before themselves .

Justice: According to Aristotle, justice consists in what is lawful and fair, with fairness involving equitable distributions and the correction of what is inequitable. This is a broader view of *Justice* than what we often associate with the modern definition. Being *Just* includes respecting your parents and other adults, fidelity, gratitude, respecting and defending the rights of others, avoiding and protecting others from injury. Our students will learn to treat others with respect and kindness and will be treated the same in return.

Temperance (Moderation): The habit of *Moderation* includes modesty, dignity, humility, self-respect, studiousness, self-discipline, self-government, good manners, and sense of propriety. All of these are critical for younger children to master, giving them the tools to make the most of the academic environment.

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Fortitude (Courage): The habit of restraining fear or moderation of rash behavior in the face of danger or difficulty. *Courage* includes strength, endurance, and the ability to confront fear, uncertainty, and intimidation. For younger children, *Courage* can be a particularly difficult character virtue as they confront bullying and learn how to respond.

The Principal, in conjunction with the Family Advisory Board, will continue to develop and modify the merit rewards system as our student body grows.

Teachers and staff will be expected to model these core principles in all behaviors inside and outside the classroom. These core principles will provide our students with the opportunity for self-improvement, individual growth, and character development.

CCA and the founding families will set out together to create an identity that all can truly back. We believe that getting parents and students involved and therefore bought in will make the school become a warm and welcoming place for all of the students of Chicago. It is our plan to incorporate parent and student input on items like school colors and school mascot. We look forward to having a Family Advisory Board that meets with the Board and the Principal on a regular basis to address issues of concern and to plan future supports for the school.

Through the literature taught and the lessons learned in the halls and classrooms of CCA students will explore themes of courage and honesty when it is not easy, responsibility for their actions, and industry in their work. These lessons will inevitably foster an environment where no matter your race, skill level, or socioeconomic status you can succeed.

All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education CCA offers them. Discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a child's own sense of self-worth and his/her responsibility towards others.

When students are demonstrating the aforementioned Pillars at a high level, the staff of CCA will provide them with "character stars". Students will work to collect these stars for each of the Pillars and can redeem the stars for opportunities within the school building.

In addition to the systems, structures, and policies that will be in place, CCA realizes that opportunities to show school pride are also incredibly important. Extra-curricular activities such as, but not limited to, boys/girls basketball, volleyball, track and field, choir, band, theater, community service club, dance team, and cheerleading will be provided to students starting with middle school scholars. In the event that a scholar wants to explore other interests outside of the pre-prescribed activities, the staff at CCA will work together to find a suitable coach or chaperone for the club. Good academic standing and respectful and responsible behavior at school will be prerequisites for participation in these activities.

In the first couple of years, the Principal with the support of the School Counselors will support the work around school culture. We believe that in order to get the school culture right, we must dedicate several great minds to this work. We look forward to a few years into the maturation process of the school when we can bring in a fresh set of ideas in the form of the Assistant Principal to further nurture the processes that have already begun.

In summary, to be "classical" means to uphold a standard of excellence. CCA will provide an environment that fosters academic and character excellence through the establishment of a unified team approach of its faculty and volunteers. We believe that a classical, liberal arts curriculum coupled with a well regulated campus will provide students with the opportunity for a rigorous and complete education that will challenge them to excel both in learning and in character.

2.7.2: Graduation and College Readiness Support

If proposing a school serving any combination of grades K-8:

- *Describe any components of your school culture designed to ensure that students are prepared to attend and succeed in a rigorous high school program.*
- *Describe any components of your school culture designed to provide age-appropriate college awareness and college readiness supports.*

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- *Identify the members of the leadership team and staff who will be responsible for implementing, monitoring, and assessing the components of this section.*

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

The proposal presents robust plans to ensure that students will graduate prepared for success in high school (for elementary schools) and college.

- *(If proposing an elementary school) Robust supports to ensure that students are prepared to attend and succeed in a rigorous high school*
- *Age-appropriate college readiness supports that will build college awareness and readiness among students*
- *Clearly identified staff members to perform all roles and responsibilities described in this subsection, with alignment to their job descriptions, annual and weekly schedules, and the staffing and organizational charts*

The entire classical curriculum provides students with the necessary information and skills to succeed at any high school in the country. The cumulative and comprehensive approach (please see Appendix 2.2) will provide the necessary foundation for advanced high school classes and beyond. CCA teachers will emphasize the mastery of basic content (grammar), development of abstract thought (logic), and the art of expression (rhetoric). The classical emphasis on the stages of learning (the trivium) and the student's growing mastery of the liberal arts will differentiate our scholars from other graduates across the city. In addition to rigorous classroom lessons, CCA will provide the necessary state sponsored and city sponsored tests to track the growth of our students in comparison with other scholars in the city. We are committed to each and every child that walks through our doors. If a scholar feels like they are "falling behind" or needs a little bit more instruction to succeed, CCA and its staff will have office hours for students. In office hours, students can rework material that was not mastered, catch up on items that we missed due to absence, or simply get a deeper understanding for the upcoming assessments.

If a student is not succeeding and learning gains are not progressing at an appropriate rate, we will provide for tutoring. These sessions will be applied to those students requiring extra intervention to bring them up to grade level expectations. Tutoring will be provided through partnerships developed with organizations including, but not limited to, Americorp, Jesuit volunteer corps and TFA, as well as by CCA teachers and staff.

Students will begin to think about college and other possible life outcomes in the middle grades. With the support of our School Counselors, students will be given opportunities to take interest inventories to guide them when they think about extra-curricular involvement. We treasure every student and their interests. Likewise, with respect to the vibrant parental community and external community partnerships, CCA will host a career days for fourth through eighth grade. During these career days, students will hear first-hand what it is like to be a lawyer, teacher, or business person. Our goal is to introduce students to the immense opportunities that exist in Chicago and the world. It is through those opportunities that each of our scholars will have the faculty of being a great citizen.

In the 7th and 8th grade, there will be school sponsored college trips to local institutions of higher learning. Through these partnerships, it is our goal to expose students to issues that they will need to understand when applying to college: campus size, student body demographics, tuition, etc.

With the oversight of the Principal, the School Counselors will oversee and track all progress toward college readiness.

2.7.3: Parent and Community Engagement

How will the school engage parents/guardians and the community once it is open? Your answer must:

- *Describe how the school will build strong family-school partnerships to engage parents and caretakers in the life of the school and their child(ren)'s education. Outline any commitments, volunteer activities, or requirements for parents' involvement in their child(ren)'s education.*
- *Describe the formalized mechanism(s) to ensure that parents/guardians and the community are involved in the governance of the school and/or have opportunities to provide regular feedback to the Board of Directors.*

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- *Provide a plan for how parents/guardians and students can submit or share a concern about a governing board decision, administrative procedure, or practice at the school. Describe the policies and/or procedures for complaint (grievance) resolution.*
- *Identify the members of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing the components of this section.*

In Appendix 2.7.3, applicants may include a parent handbook.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

The proposal cites the systems, programs, and policies that will support the needs of all students and help remove barriers to learning.

- *Applicant has explained thoughtful methods to build family-school partnerships to encourage the involvement of parents/guardians in the school and their student's education*
- *A description of the nature and extent of parent and community involvement in the governance and operation of the charter school*
- *Clear mechanisms for parents and community members to provide feedback and/or express an objection or concern to the school and Board on an ongoing basis*
- *Clearly identified staff members to perform all roles and responsibilities described in this subsection, with alignment to their job descriptions, annual and weekly schedules, and the staffing and organizational charts*

Parent and Community Engagement Philosophy

CCA believes that the family is the primary educator. This perspective drives our parent interaction and engagement. From idea, through execution and into operations, we are developing strong family-school partnerships that engage parents and caretakers with the future life of the school and their child(ren)'s education. Our model will support families taking ownership and investing in their child's education; every commitment asked of a parent will strive to deepen this engagement. CCA will rely on and encourage family engagement, especially in the first few years of operations. Our founding families are the lifeblood of CCA, and we will actively celebrate the value these families bring.

We will develop our Family Handbook with a key group of founding parents, incorporating best practices from Chicago-area schools including, University of Chicago Charter Schools, Montessori School of Englewood, and Lawndale College Prep. We will use parent handbooks from our sister schools to guide the structure. See Appendix 2.7.3 for an example.

Planning Stage: Parent and Community Engagement

- **Founder** - Alice Epstein, one of CCA's founders is a parent of four - the parent voice has always been a significant driving force.
- **Parent Surveys** - We intentionally included prospective parents in the process from the beginning and have conducted 89 surveys over the past few months. We will continue to collect additional responses, especially as we reach out to our recruitment areas. These surveys have allowed us to continue the conversation, keep an open door for input, and update prospective parents on CCA's happenings. CCA will continue to engage families throughout the application process.
- **School visits** - To give prospective parents a more thorough understanding of the curriculum and the classical approach, we will be taking a group of parents to visit one of our sister schools. We will facilitate conversation with students and their families of this sister school.
- **Preparing for the first day of school** - Once approved, CCA will look to our founding families to volunteer with recruitment, building needs, future faculty and staff recommendations, and further input as necessary.

Volunteer Opportunities and requirements

To encourage family ownership and investment, families will be expected to volunteer throughout the year. Specific requirements will be a result of discussions and consensus by the Principal and the Family Advisory Board. There will

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be a variety of opportunities such as, but not limited to reading to the class, organizing for a teacher, helping during curriculum nights, volunteering at lunch, chaperoning a field trip, etc.

Parent Events

- **Orientation** - Prior to the first day of school families will be invited to orientation and to attend their first of many quarterly curriculum nights. Family support and participation is vital in the education of their student; we want to ensure that parents are clear on classroom expectations, teaching methods and the philosophy supporting the classical model.
- **Quarterly Curriculum Nights** - Family curriculum nights will continue quarterly and encourage parents to engage with each other, learn about the curriculum and instructional methods, as well as build a strong school culture. Families will be required to attend two curriculum nights per year. We strive to have high-attendance, getting 90% of families to attend 2 or more curriculum nights per year. These nights will be fun, informative and time-sensitive. Food may be provided to increase attendance.
- **Annual parent survey** - Our annual parent survey will collect feedback on various aspects of the school including, enrichment activities parents value for themselves and their students, transportation services, feelings about school facilities, their sense of their child's progress in school, and general thoughts or concerns. We will strive for high marks on the parent survey. Our goal is to achieve an average parent approval rate of 85% or above on parent satisfaction with the academic program and with frequent and open communication.
- **Humanities Day** - Based on the example of our sister schools, such as Golden View Classical in Colorado, we will invite our families and community members to participate with our students, faculty and staff in a Humanities Day at CCA. This will showcase the kinds of discussions and conversations that teachers and students have every day in class. It will be an evening of lectures, readings, performances, and discussions about the humanities. This will provide an opportunity for our local community to join in the Great Conversation that has been had through generations, to ask questions, and interact with our teachers.
- **Evening of the Arts** - This is an opportunity for students to showcase the work that they have completed during the year. CCA will invite families and community members.
- **Career Day** - CCA will invite family and local professionals to participate in a forum and career fair that allows the students to learn and explore the various opportunities that they can pursue in their adult life.

Family Advisory Board

CCA's formalized mechanism to ensure that parents/guardians and the community are involved in the governance of the school is our Family Advisory Board (FAB). The chair of the FAB will attend all Board of Director (BOD) meetings with a report for the Board. The BOD will be comprised of field experts and community members that have a unique vested interest in the success of CCA's students. Parents/Family members that are not on the FAB will have contact information to submit thoughts and requests to the FAB; they are also able to attend FAB meetings. The FAB should meet prior to Board of Director (BOD) meetings with enough time to draft a report and submit to the BOD for review. The role of the FAB will be to oversee family engagement, activities and commitment that improve the overall excellence of CCA. The FAB will also serve as the liaison between families, the BOD and CCA.

Communication

CCA will ensure that clear and open communication channels are always available to students and families. As a community-centered school, we believe that it is critical to address any comments and concerns raised by parents.

- **Student Complaints** - For students, teachers will initially be responsible for handling complaints. If such a complaint arises, all students should talk with their teacher first and the teacher will advise on how to proceed.
- **Complaints/Grievances** - The Principal, FAB and the BOD will work together to address all complaints from parents and students. In general, the practice will be to first speak to the parties involved. If a family complaint is related to the Principal's performance or is of such a nature that it requires BOD involvement, the BOD will address complaints in a timely fashion at monthly board meetings or special called meetings if necessary. Such a complaint should be submitted in written form, via email or print, to the Principal. It

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should include name, date, complaint, and action requested/desired. The Principal has the duty to share the complaint with the BOD. Depending on the nature of the complaint, the BOD may delegate responsibility to the appropriate BOD committee. There will also be a locked suggestion box where parents can submit their written complaints directly. Anonymous complaints and complaints that do not specify the exact nature of the issue may not be addressed.

- **General** – Families and students may voice complaints via several different means, including at school meetings, during teacher conferences, at FAB meetings, and via written correspondence. CCA faculty/staff that is confided in regarding a complaint is responsible with overseeing and following through with the parent and/or student on the matter, unless it's more appropriately handled by another staff member.

Oversight

The Principal is responsible for handling and overseeing all matters in this section. The Principal must attend all FAB meetings, or send a representative.

Section 2.8: Classroom Management and Intervention

2.8.1: Discipline, Behavioral Intervention, and Classroom Management

Describe the school's approach to student discipline, behavioral intervention, and classroom management. Highlight key policies, systems, and structures related to these areas. Your answer must:

- *Include a description of how the school will communicate its approach and related policies to students and families.*
- *Describe your school's approach to exclusionary discipline, including a list of offenses that may lead to suspension or expulsion.*
- *Explain interventions and consequences that the school will use as alternatives to exclusionary discipline. Include a description of how the school's approach to discipline will comply with the recently adopted amendments set forth in Senate Bill 100 (effective September 15, 2016).*
- *Explain how the school will protect the rights of students with disabilities/impairments in disciplinary actions and proceedings.*
- *Explain how the school will afford due process for all students.*
- *Describe the appeals procedures that the school will employ for students facing possible expulsion.*
- *Include as an attachment the school's proposed discipline policy. If the school will use the CPS Student Code of Conduct, state so here.*
- *Identify the members of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing the components of this section.*

Appendix 2.8.1

In Appendix 2.8.1, applicants who are not using the CPS Code of Conduct must provide their School Discipline Policy if developed, along with any supporting documents related to behavioral interventions or classroom management. The policy should include other school policies that address student behavior, including, for example, promotion or graduation policies when student behavior is an element of successful promotion/graduation.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

The proposal cites the systems, programs, and policies that will support the needs of all students and help remove barriers to learning.

- *A multi-tiered system of prevention and intervention supports to foster all students' behavioral growth, including the general student population and students in need of targeted support*
- *Clear identification of specific staff members who are responsible for overseeing the implementation of student discipline and behavioral interventions, including maintenance of student records and data*
- *Plans to consistently communicate behavior expectations, consequences, and rewards to students and families*

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- A comprehensive list of offenses that may result in student suspension or expulsion
- An explanation of the corrective, instructive, and/or restorative responses to misbehavior that will be used prior to the use of exclusionary discipline, including a clear description of how the school intends to comply with SB 100
- An explanation for how the school will protect the rights of students with disabilities/ impairments in disciplinary actions and proceedings, afford due process for all students, and provide a fair process for students facing expulsion

CCA Philosophy of Discipline, Parent Grievance/Due Process Procedures, Behavioral Intervention

CCA is committed to optimizing learning for all students. Our students will be expected to be well-behaved at all times, to respect themselves, others, and property. Discipline policies and procedures should provide guidance and direction for acceptable behavior in order to develop a child's own sense of self-discipline. Our school culture and discipline is in line with our school mission and high academic standards. In *The Schools We Need and Why We Don't Have Them*, E.D. Hirsch, Jr. says, "Reduction of truancy and misbehavior is just one advantage that accrues when all students are made ready to learn. More positively, giving young children enabling knowledge is inherently motivational; it liberates their natural eagerness to learn."³⁶ CCA will create a safe, respectful, and responsible environment, where learning takes place.

At CCA, our disciplinary goals are:

1. To maintain a highly effective learning environment where students focus on gaining knowledge with as minimal distraction as possible.
2. To utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual character education and lessons.
3. To reinforce CCA's commitment to treating self and others with fairness, respect, and equality.

School Principal's Role in Discipline

The goal of any meeting between a student and the School Principal is to implement a positive change in behavior by framing the interaction as a learning opportunity. The process will involve a discussion of the Core Virtues and Six Pillars (see Section 2.7.1). In most instances parents will be notified of the student's visit to the Principal's office. The Principal will select consequences with the following primary goal in mind: the student should understand that misbehavior has consequences and take responsibility for the misbehavior.

The included goals of a parent conference with the School Principal/Assistant Principal are:

- To exchange accurate information about the student.
- To determine how the parent-school partnership can best work together to lead the student to reform his/her behavior.

The School Principal/Assistant Principal will preserve the integrity of the disciplinary process at CCA. By modeling the Core Virtues and Six Pillars, and consistently treating students and their families with respect and professionalism, their leadership will be an extremely valuable and influential part of a student's character development and education at CCA.

Role of Teachers in Discipline

Teachers will have the authority to implement discipline in their classrooms that is consistent with CCA's overall discipline policy. Teachers will work with the Assistant Principal (Principal in YR1-2) to implement discipline whenever appropriate and most especially when disciplinary action by the teacher would take away from maintaining an effective learning environment in the classroom. Disciplinary procedures may also involve other designated CCA staff as appropriate and necessary.

CCA will hold an orientation meeting for all families and students, new and returning, before the beginning of each school year. At this time, CCA will review the CPS Student Code of Conduct (CPSSCC) and additional school

³⁶ Hirsch, E.D. (1996). *The Schools We Need: Why We Don't Have Them*. New York: Doubleday.

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policies and expectations. There will be ample time for questions and concerns to be vocalized and addressed. Each family and student must sign the CPSSCC to verify that they have read it and will do their utmost to abide by it.

Discipline philosophy

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the CPSSCC, as they have agreed. If a student does misbehave, the consequences for the infraction will be immediate, relevant and effectual. In evaluating and administering consequences, teachers, staff and the Principal will employ SWPBIS: School-Wide Positive Intervention Behavior. Within the classroom, teachers will use the best-practices showcased in Teach Like a Champion, such as non-verbals, positive praise, least invasive interventions, lightening quick³⁷. Used consistently in every K-5 classroom, there will be a tiered visual color chart that tracks individual student behavior on a daily basis. When the behavior is meeting expectations, the student will move up the tier, especially as reflected in the Six Pillars and the Core Virtues (See section 2.7.1). When the behavior is not meeting set expectations, the student will move down the tier. This will be a clip chart, such as the illustration below (used by our sister school, Savannah Classical Academy).



In the upper grades (GR6-8), we will continue an overall philosophy of PBIS of immediate praise and correction. CCA believes students want to behave and thus ensuring positive attention is given for positive behavior will guide our upper grade discipline model. Students will receive a type of merit to recognize behavior that exceeds expectations and consequence when behavior does not. The merits will accumulate towards a weekly "award" or recognition. Consequences will still have immediate repercussions, such as changing the student's environment or loss of nonacademic privilege (lunch with classmates, free-time, etc), and will also accumulate towards stronger consequence if wrong choices persist. Stronger consequences such as detention, or action-related consequences will occur as accumulation requires. The specifics of the system will be designed by the Principal. The Assistant Principal will take the lead once he/she is hired in YR3.

The SWPBIS will not replace effective classroom management. Teachers will be trained to use least invasive interventions (redirect, proximity, nonverbals, one-on-one conversation) to refocus a student in conjunction with SWPBIS. Teacher discretion will be heavily trusted

and relied upon. Students may be asked to write a reflection (stop and think) regarding his/her behavior, explain how he/she could behave better next time, upon which Core Virtue or Pillar he/she should now focus, and perhaps write an apology to the wronged party (teacher, staff, peer or the entire class). These reflections (illustrations and/or check boxes for K and 1st grade, paragraph reflections 2nd through 5th, longer letters for 6-8th) are meant to allow time for the student to think about his/her behavior and "cool off" before rejoining their regular class. The reflection should prompt a response to questions such as: What was I doing? Why was I doing it? How could I ask for help or support next time? Who did I hurt with my choices? What do I need so that it doesn't happen again (counselor, support, etc.)?

Reflections will be collected by the teacher/staff, and if appropriate, it will go home with the student to be signed by the family and returned by the student to the teacher/staff. Since CCA sees the families as the primary educators and character developers of the student, the teacher/staff that required the reflection will coordinate with the student's General Education teacher to ensure a phone call home is made and will decide which staff member should make the call. This call should be made the same day as the reflection was written. The discussion should be honest, informative, and with the end goal of cooperation to nurture the student to be a self-governing, respectful, and virtuous person.

³⁷ <http://teachlikeachampion.com/wp-content/uploads/Least-Invasive.pdf>

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If all least invasive techniques, tiers on chart and/or consequences stated thus far are not effective in refocusing the student and enabling them to participate in learning, the teacher may refer a student to administration (Principal, Assistant Principal, School Counselor, etc.).

In accordance with CPSSCC, disruptive behavior (Group 2+, according to CPSSCC) may require the teacher to follow the following steps:

1st: Student removed from class, visits School Counselor (may or may not call home). Returns to class when the counselor sees fit.

2nd: Student removed from class, sees School Counselor and/or the Principal/Assistant Principal (in YR3), calls home. Returns to class when the administrator sees fit.

3rd: Student removed from class, sees Principal/Assistant Principal (in YR3), calls home, and must be picked up by a parent. Does not return to class.

4th+: Student removed from class, sees Principal/Assistant Principal (YR3), calls home, and must be picked up by a parent and arrange for the parent to attend school with the student the next day or nearest possible day. Student will be held in in-school suspension until parent visits. Follow-up meeting with parent and Contract of Success will be held at the end of the parent-visited school day.

Students that have a Contract of Success in place will not be on the honor roll for that quarter. They also will not attend (in that quarter) any field trips, athletic activities and school sponsored events without a parent accompanying them to the field trip or party.

Students' misbehavior will not be used to "teach" the class a lesson. At no time will a student's disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident in attempt to discern truth.

Suspension/Expulsion

The A School Principal or designee has the authority to suspend students from participating in their regular classroom (in-school or out-of-school suspension) for reasons articulated in the CPSSCC. Suspensions last from one to ten days depending on the severity of the infraction. All suspensions will require a Family / Principal (or designated faculty) conference before the student can re-enter the classroom setting. A Contract for Success will be created during this conference that will be agreed and signed by the family, student and faculty present at the conference. The Principal may require the parent to attend a full day of class with the student upon conclusion of the suspension. In-school suspension is always the preferred extreme discipline as the student will be in an observed setting where learning will still be expected to occur. In-school suspension will only be enacted if the student's behavior falls in Group 3 or 4, according to the CPSSCC. Out-of-school suspension will be no longer than 3 days and will only be enacted if the behavior falls in Group 5 or 6, according to the CPSSCC.

Expulsion will only be recommended if a student infraction(s) falls into Group 6 and the student is risking the safety of self or others, such as for the following violations:

- The carrying, bringing, using, or possessing of a dangerous weapon;
- The sale or distribution of a drug or controlled substance;
- And/or the commission of an act which, if committed by an adult, would be robbery or assault

If a student is recommended for expulsion, an expulsion hearing will be held in accordance with the CPSSCC

Discipline for students with special needs

CCA desires to educate all students who enter our school, expecting nothing less than the best from each one.

CCA will adhere to all IEP's and BIP's in behavioral intervention. If a student with a disability or impairment violates the CPSSCC, the Special Education Teacher will be the first to be notified. The Special Education Teacher will intervene and determine with the help of the General Education Teacher if the behavior was a manifestation of the disability/impairment. If it is determined to be, then the Special Education Teacher will work with the student to restabilize them in a personal and effective way. If it is not, the Special Education Teacher will follow the referral process above starting with "1st."

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Family grievances and concerns

CCA firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command.

Issues that arise in a particular classroom should always be addressed to the student's General Education teacher first since the teacher will have the most direct knowledge of the student.

- **The Teacher.** Parents should schedule a meeting with the teacher. Under no circumstance is it acceptable for a parent to confront a teacher with students present, including his/her own.
- **The Principal.** If the grievance cannot be resolved with the teacher, the parent should schedule a meeting with the School Principal and teacher.
- **Academic Excellence Committee.** If the grievance cannot be resolved after talking with the teacher, Principal, and/or the appropriate party, a parent/guardian must submit the grievance in writing to the Academic Excellence Committee.

If resolution is not achieved by the foregoing process two other options are available.

- The grievance can be submitted directly to the CCA Board in writing. The CCA Board will review the summary and in accordance with Board's processes and procedures will make one of the following determinations:
 1. The CCA Board may decide to support the previous decision.
 2. The CCA Board may appoint up to two Directors to address the issue;
 3. The CCA Board may address the issue in an Open Board format;

CCA Board of Directors Meeting: Parental concerns and grievances may also be raised during the community comments portion of the CCA Board of Directors meeting. The concern or grievance must be submitted in writing to the attention of the Secretary, before the meeting commences, and no more than three minutes of talking will be granted to the concerned. Grievances or discussions involving specific personnel will not be entertained. It is expected that the concern or grievance be addressed in one of the aforementioned steps before using this option. Grievances regarding policy should be directed to the Governance Committee. Grievances regarding an administrator should be directed to the individual first, then in writing to the Governance Committee.

General Concerns/Questions/Suggestions: Parents must use the locked suggestion box in the office or email. The Family Advisory Board will review the issue at their next regularly scheduled meeting. If the FAB sees it necessary, it will recommend and refer it, in writing, to the attention of the Secretary one week prior to the next scheduled meeting. The CCA Board will not entertain anonymous complaints nor can they hold information in confidence when it is not in the best interest of the school.

If the parent or anyone with a vested interest in the child wants to appeal an expulsion, they will follow the procedure in CPSSCC.

Chicago Classical Academy Charter School Rules and Regulations

CCA will adopt the CPS Student Code of Conduct with Specific School Rules as follows:

https://dochub.com/heidischroeder33c94c01/v12jo2/scc_studentcodeconduct_english?pg=26

Students will:

- Be polite and attentive.
- Attend school consistently, be on time, and take responsibility for making up any work promptly when absent. Each student will bear the responsibility for his own conduct. Each student will respect the school's atmosphere of learning by attending class and being prepared and punctual.
- Follow directions the first time and when they are given.
- Follow all requests made by adults on the premises with a positive attitude, and show respect for self, others, and property. Each student is expected to cooperate with and respect the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working in the school. Students are expected to communicate in an acceptable tone of voice using an acceptable choice of words.

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- Follow lunchroom, playground, field-trip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school -related events.
- Adhere to the dress code.
- Not use threats or intimidation against any other person. No bullying allowed.
- Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
- Be dismissed by the teacher, not the bell or the clock.
- Not leave the school grounds without signing out in the main office.
- Not bring electronic devices (CD players, radios, cell phones, games, etc.). Such items will be confiscated until a parent is called and picks up the device. Acceptability of other toys is at the discretion of the teachers and administration.
- Not bring anything to school that could be used to harm another or that is illegal.
- Not display inappropriate physical affection for other students on school grounds. CCA will maintain a serious educational atmosphere at all times.
- Refrain from any form of sexual harassment whatsoever. CCA will not tolerate any form of sexual harassment and all allegations of sexual harassment will be thoroughly investigated.

Students possess the right of privacy as well as freedom from unreasonable search and seizure as guaranteed by the Fourth Amendment of the U.S. Constitution. This individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students and to ensure compliance with school rules. School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

CCA is not responsible for loss, theft, or breakage of items brought to school.

Fines may be levied for vandalism or theft committed by their students. Fines may also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

Special note about dress code violations: Students must be strictly in code to attend class. Students in violation of the dress code will be sent to the office and must call a parent or guardian. Parents will either bring acceptable attire, or students must wear what is on hand at the school and return the item promptly the following day.

The Assistant Principal will lead the school in culture and discipline and will be responsible for implementing, monitoring, and assessing the components discussed above. The Principal is ultimately responsible for overall monitoring. Culture and discipline audit/assessment will be conducted by an outside, unbiased source that is well-versed in SWPBIS. Every member of CCA faculty and staff is expected to implement the policies described above to foster school-wide culture of consistency and structure that will allow the students to thrive and learn in a safe environment.

2.8.2: Social, Emotional, Mental, and Physical Health Needs

- *Describe how your school will identify, address, and monitor the social, emotional, mental, and physical health needs of all students on an ongoing basis, including students in at-risk situations (such as homelessness, exposure to violence, alcohol or drug addiction, etc.). What programs, resources, and services (both internal and external) do you plan to provide related to these needs?*
- *Identify the members of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing the components of this section.*

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

The proposal presents a robust plan to holistically remove barriers to student learning and support students' social, emotional, mental, and physical health.

- *A realistic description of the anticipated social, emotional, mental, and physical health needs of the targeted student population*

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- *Specific systems and metrics to identify and consistently monitor students' social, emotional, mental, and physical health needs*
 - *Well-defined processes for identifying homeless students, including administration of placement assessments and communications to parents and teachers*
 - *Staff members who will be responsible for overseeing efforts to support students' social, emotional, mental, and physical health needs*
 - *Programs, services, and activities that will holistically remove barriers to learning and promote students' health, safety, and social and emotional development*
 - *Clearly identified staff members to perform all roles and responsibilities described in this subsection, with alignment to their job descriptions, annual and weekly schedules and the staffing and organizational charts.*
-

CCA will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the school will define a standard of behavior using Six Pillars of Character (courage, courtesy, honesty, perseverance, self-government, and service) as complements to the four classical virtues (temperance, fortitude, justice, and prudence). For detailed discussion see section 2.7.1. Emphasis upon these standards of excellence will help students learn and develop virtuous behavior alongside patterns of thought and conduct based on high moral standards. This consistent language and standard that is enforced throughout the entire school (K-8), will allow CCA to be a safe and healthy environment that allows the students to know what is expected and how to achieve it. When a student is at-risk and in need of more attention, these virtues provide a common language that will help the students articulate needs and focus on overcoming circumstances, thus empowering them to prevail through their specific situations.

Grounded in these virtues, CCA will meet the needs of students including those in at-risk situations, including but not limited to homelessness, temporary living situations (STLS), poverty, behavioral issues, truancy, drugs, pregnancy, and mental health and emotional issues through our integrated and explicit teaching. Through the encompassing instruction of our virtues and the personal attention to specific needs, CCA will accomplish Goals 1, 2 and 3 of the ISBE Social Emotional Learning Standards:

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

CCA will use a well-proven and tested SEL curriculum, such as Peaceful People used by Namaste Charter School in Chicago. The combination of an SEL curriculum and the emphasis on the Six Pillars and Core virtues infused throughout the curriculum will contribute to a positive culture

CCA's goal is to accomplish Stage A-J of ISBE SEL Standards by the time the student finishes 8th grade. As we graduate our eighth graders, it is expected that students demonstrate a level of self-governance and independence - this is not possible without a strong foundation of social and emotional health. If a student has not achieved these goals by the time they finish 7th grade, as assessed by their teachers, parents and/or administration, they will be assigned a mentor (volunteer in or outside the school) to be an extra support to them in 8th grade in their academics and in their life. This mentor will spend focused time counseling, teaching and cultivating character that will accomplish Stage A-J. If expert input is needed, such as a therapist, psychologist or other trained professionals, the mentor will work with the School Counselor to meet this need.

CCA will expect the responsibilities in regard to identifying, monitoring, and supporting the anticipated social, emotional and physical health needs of students to be owned by all staff at CCA. If CCA is unable to internally support the student's identified needs, the Student Counselor will coordinate available outside resources.

CCA will adhere to the Settlement Agreement in *Salazar v. Edwards*, 92 CH 5703 and not discriminate based on the student's home situation.

CCA will protect the rights of children who are homeless in compliance with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., Illinois Education for Homeless Children Act 105 ILCS 45/1-5 et seq., and all other laws that protect the rights of children who are homeless.

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CCA will train their staff to help identify whether a student is homeless or STLS as defined in McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., Illinois Education for Homeless Children Act 105 ILCS 45/1-5 et seq, and all other laws that protect the rights of children who are homeless. Staff will be trained to ask questions that seek to identify students that are defined as:

“Homeless child or youth” or “student in a temporary living situation” (STLS) includes but is not limited to any of the following:

- Children and youth who lack a fixed, regular and adequate nighttime residence and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason (referred to as “doubled-up”); are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described in any of the above situations.
- “Unaccompanied Youth” includes a youth not in the physical custody of a parent or guardian, which includes but is not limited to youth who are run-aways, locked-out, neglected, and/or discharged after a stay in juvenile detention but not to the care of an adult.

Anything infringing on the ability of the student to be successful in and out of school will be considered, and every effort will be made to provide a stable and safe environment for the student both in and out of school. CCA will be sensitive and responsive to the needs and concerns of students who are homeless or STLS by dealing with each on a case-by-case basis. If a student requires a safe place to live, CCA will do everything within its power to find such a place, first looking to established organizations such as Safe Families to provide a home for the student. CCA will ensure that children who are homeless will not be deprived of their rights under the Settlement Agreement. To be best equipped and responsive to student’s needs CCA will build relationships with (but not limited to): Safe Families, New Moms, Breakthrough Urban Ministries, Teen Living Programs, local churches, and resources as provided by the STLS program of CPS³⁸. CCA will include students in temporary living situations in all proposed school programs and activities by ensuring any parameter that would prevent them from participating is met through school staff, volunteers and/or services and organizations such as those noted prior (counseling, transport, food, clothing, medical, etc.).

CCA will inform the entire student population of McKinney-Vento student rights during orientation and meetings with families. Once a student is identified, the Special Education Teacher and School Counselor will immediately enroll (even if proper documentation is not yet available) and carry out duties related to CPS’s STLS program. CCA will document compliance with fee waivers for all McKinney-Vento students and provide this documentation annually, or as requested, to CPS. CCA will track homeless or STLS students and report that data annually to CPS or as requested.

At the beginning of each school year or as part of on-boarding new staff, CCA will provide all staff training regarding the needs and rights of students in temporary living situations by an outside licensed Social Worker from an organization that specializes in services to homeless youth, such as, Safe Families, New Moms, Breakthrough Urban Ministries and/or Teen Living Programs. The training will happen at CCA facilities or in an alternate location that is arranged by the trainer.

³⁸ http://cps.edu/Programs/Pathways_to_success/Pages/StudentsInTemporaryLivingSituations.aspx

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Section 2.9: Human Capital

2.9.1: Recruitment and Selection

- Briefly describe the staffing model (number of administrators, co-teachers, aides, etc.) and explain how it will support student achievement. Provide teacher-student ratios.
- Provide an organizational chart for year one and for when the school is operating at all proposed grade levels. Explain the lines of reporting and accountability between the board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and the Management Organization (if applicable). Describe the rationale for this structure. If working with a Management Organization, please detail who will manage the relationship and the interaction with different staff.
- Describe your design team's strategy, process, and timeline for recruiting and hiring the proposed school's teaching staff, including conducting criminal background checks. Include the selection criteria, planned combination of experienced and new teachers, and any unique considerations to support your school design.
- Explain your strategy for recruiting bilingual-certified, special education, and other high-need teaching specialties.
- Discuss the proposed salary ranges and benefits (including pensions) listed in the attached budget (Section 4.1) 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.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

The human resources strategy will realistically help the school identify and attract highly effective teachers, leaders, and staff who are committed to fulfilling the school's mission.

- A staffing plan that includes all instructional and non-instructional positions in the school over the five years of the charter contract and aligns with descriptions of positions and the school model in other parts of the proposal,
- A clear description of how the staffing plan will support student achievement
- Sensible and clear organization-level decision-making authority that delineates the respective roles and responsibilities of the Board, management organization, school administration, and any school advisory bodies or parent/teacher councils
- Alignment between the positions cited in the organizational chart, staffing model, and budget
- Attached job descriptions that clearly delineate the roles and responsibilities for each position
- Strategies for recruiting and hiring staff members who can drive student achievement, including bilingual-certified, special education, and other high-need teachers
- Hiring criteria, selection process, and job descriptions that are clearly aligned to the school's mission, educational philosophy, and professional culture (Next Generation applicants specify whether faculty and administrators will be required to have experience teaching in blended learning environments)
- Proposed compensation and benefits packages that are competitive and will allow the school to attract and retain highly qualified staff

Hiring and retaining the highest quality employees will be a top priority at CCA. We believe our educational program will attract the finest educators to teach at CCA, but our employment policies, as well as how they are administered, must create an environment that makes working at CCA a joy. Our employment policies, summarized below, strive to strike the correct balance between clear guidance and flexibility to respond appropriately to any situation.

The Principal hire will be the most important hire made by CCA. Establishing the culture of CCA, aligned with the CCA vision, mission, and philosophy, will be critical to the long-term success of the school.

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The principal is the academic leader, or master teacher, of the school. In this role, the principal is expected to teach regularly and be a mentor for the rest of the academic staff. This approach is successfully working in our network of sister schools, including Golden View Classical Academy and Savannah Classical.

The principal is responsible for developing and distributing leadership among the faculty. A job description for a principal is located in Appendix 2.9.

Information on our principal candidate can be found in 2.10.2

Staff Hiring

CCA will select its personnel according to its own policies and procedures. CCA will comply with all federal and state rules and regulations, including, without limitation, requirements related to conducting proper background and criminal checks and non-discriminatory hiring and employment practices. CCA will adopt its own written policies, in compliance with federal and state law, concerning recruitment, promotion, discipline and termination of personnel; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures; provided, however, CCA shall not have the authority, by virtue of such policies or procedures or other action of the Board of Directors, to change the at-will nature of the employment relationship.

The principal has exclusive authority to hire, evaluate, and fire all employees. While other members of the administration may assist the principal in fulfilling this important responsibility, there should be no question the authority rests with the principal alone.

Staff Recruitment

A large majority of the CCA staff will be teachers in the classroom. The strongest indicator of student success that schools can control is the quality of teacher.

Well-documented research underscores the importance of hiring and retaining highly-qualified and committed teachers. This is especially true in an educational program as rigorous as CCA's. We will use tools such as notices in education publications, job fairs, job boards, teachers-teachers.com, the school's website, classical education communities, and social media. The school will aggressively recruit excellent teachers at the local, state, and national level. CCA will rely on the BCSI staff to assist in recruitment at the Hillsdale College's annual job fair, and will identify candidates through our developing relationships with other classical schools (public and private) across the country to attract outstanding teachers to our program. In addition, we plan to work with nearby and reputable teacher preparation programs to identify potential candidates.

The Principal, assisted by the Design Team (specifically in YR0), will be responsible for the recruitment process. The Principal, or his delegates, will identify positions that need to be staffed the following school year, beginning in the late fall. CCA will maintain a collection of interested teachers and staff. In the winter, announcements may also be posted to CCA's website and other job forums. The principal, or his delegates, will attend teacher career fairs to promote open positions and to meet interested candidates.

The recruiting process should result in offers made in the late spring.

Qualifications

CCA will follow all the mandated minimum qualification requirements for all staff. In addition, CCA will give preference to candidates who:

- possess at least a four-year degree in a relevant field
- be able to show competence in the core academic areas in which they teach
- demonstrate a love for educating children
- and explain why they want to work in our unique program

The candidate preferences listed above will ensure a highly qualified workforce (pursuant to No Child Left Behind). For uncertified teachers, CCA will provide guidance and assistance in obtaining full state certification. CCA will ensure that upon opening, 50% of all teachers will be certified. By year 4 of operation, 75% of all teachers will be certified.

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Once hired, teachers will receive extensive and ongoing professional development from CCA's own internal programs, Hillsdale College, and other quality training offered both locally, statewide, and nationally.

To be successful at CCA, staff must:

- Be committed to the mission, vision, and objectives of the school as set forth in this charter application and as more fully described through faculty training and day-to-day life at the school.
- Be highly-qualified in their field.
- Make decisions that serve the best interests of the education of the students.
- Develop an expectation of success and excellence for the individual student and the school as a whole.
- Conduct his/her duties in a professional manner.
- Have a "can-do" attitude about any job that needs to be done.
- Realize that a teacher's expectations of a child often become self-fulfilling.

A CCA teacher should be intellectually curious and display the same sense of wonder about the world that the school expects of its students. Consequently, teachers should be self-motivated to continue to develop professionally, taking full advantage of professional development offered by the school.

Lower school (K-6) staffing model and rationale: Students will be taught by their homeroom teacher in all core subject areas. Specialized staff will teach Art, Music, Foreign Language (Spanish and Latin) and Physical Education. For grades K-2, there will be a dedicated Teacher aide in every classroom, and additional aides will "float" as needed in grades 3-6. To ensure that all teachers receive the support they need, Lead Teachers will mentor and guide Junior Teachers. Lead Teachers will be hired at a 1:3 lead to junior ratio.

Upper school (7-8) staffing model and rationale: Students will be taught by subject experts in all subjects and will travel between classrooms. Upper school teachers must be experts in and teach two or more disciplines (i.e. math/sciences/logic; language arts/history/geography).

School culture & discipline: The Assistant Principal (starting in YR3) will be responsible for school culture and discipline. Two Student Counselors will assist the Assistant Principal in implementing school policies, updating student data, overseeing EL students, parent notification and communication, and family and community engagement.

Special education: CCA is committed to providing Free and Appropriate Education (FAPE) to all students. The Student Services Team (SST) is critical to ensuring that every student's needs are known and met. The SST team will be led by the Special Education Teacher and supported by the Special Education Aide. In YR3, we will hire an additional Special Education Aide to support the growing student body.

Operations: A school is first and foremost an academic institution. A strong operations team ensures that the academic staff is able to succeed in its mission by providing an organized, disciplined and financially responsible environment. The Operations team will be led by the Business Manager and supported by the Office Manager and the Facilities Manager.

Please see Appendix 2.9 for full descriptions of each role in the proposed staffing model

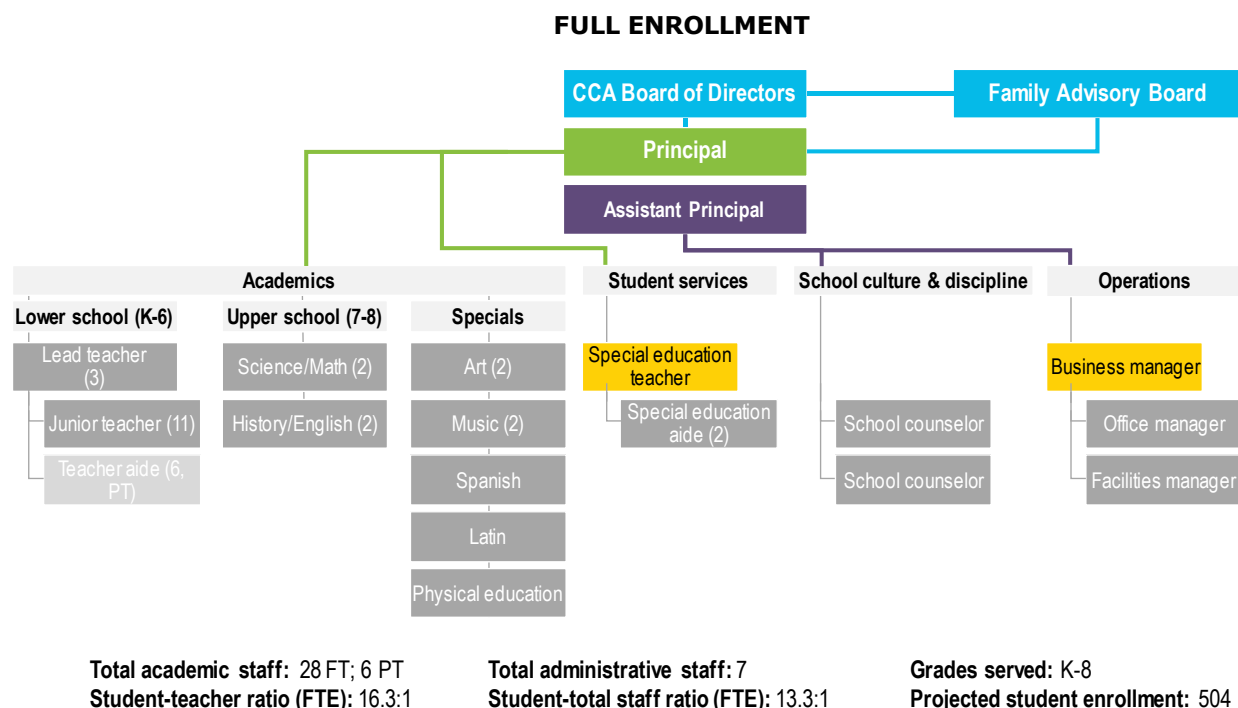
CCA staffing model over the initial five-year period

	2018-19	2019-20	2020-21	2021-22	Full-enrollment
Principal	1	1	1	1	1
Assistant principal	-	-	1	1	1
Lead teacher (lower school)	2	3	3	3	3
Junior teacher (lower school)	6	11	11	11	11
Upper school core subject teacher			2	4	4
Teachers-specials (upper & lower)	4	4	5	6	6

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Latin		1 (PT)	1 (PT)	1	1
Teacher aides (PT)	6	6	6	6	6
Special education teacher	1	1	1	1	1
Special education aide	1	1	2	2	2
School counselor	2	2	2	2	2
Business Manager	1	1	1	1	1
Office manager	1	1	1	1	1
Facilities manager	1	1	1	1	1
Total FTE academic staff	17	23.5	27.5	31	31
Total administrative staff	6	6	7	7	7
Total staff (FTE)	23	29.5	34.5	38	38

CCA staffing chart YR5 (full enrollment)



2.9.2: Professional Development

Describe the school's approach to professional development for instructional staff and explain how it will support the effective implementation of the educational program, including:

- Which staff members will be responsible for leading professional development;
- The extent to which professional development will be conducted internally or externally;
- How the school will identify professional development topics;
- The purpose and frequency of teacher observation;
- How the school calendar will accommodate formal professional development sessions and teacher planning or collaboration time, and how the school budget will account for professional development;

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- *How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects;*
- *How teachers will be prepared to deliver unique or particularly challenging aspects of the curriculum and instructional methods;*
- *What professional development will take place prior to school opening and the topics that will be covered during this induction period; and*
- *The process for evaluating the efficacy of the professional development program.*

Beyond professional development, how will your school promote a positive professional culture that will help develop and retain talent? If relevant, include opportunities for staff to be involved in school-level decision-making, development of new initiatives, or opportunities for teacher collaboration and advancement.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

The human resources strategy will realistically help the school develop and retain highly effective teachers, leaders, and staff who are committed to fulfilling the school's mission.

- *An approach to PD that is constructive, reflective, growth-oriented, and based on the provision of meaningful and timely feedback*
- *Clearly delineated roles and responsibilities for facilitating PD opportunities*
- *A plan for identifying PD topics and determining whether PD will be provided internally or externally*
- *Adequate protected time in the school's schedule and calendar to implement the described PD supports and collaboration time*
- *PD costs accounted for in the budget*
- *PD adequately addresses the unique needs of new staff*
- *An induction plan for all teachers that orients staff to the educational program and cultural expectations*
- *A plan for using data on student performance and from teacher evaluations/coaching cycles to evaluate the effectiveness of PD and inform future PD content*
- *Clearly articulated characteristics of a professional culture that will promote high staff performance and retention*

For a school like CCA, professional development that focuses on fulfilling the school's curriculum and instructional goals is mission critical. It is vitally important to students' academic performance that the staff be optimally effective in teaching in a classical school environment while addressing the Illinois Learning Standards in their daily instructional practice.

Essential skills and knowledge training, along with professional development of CCA staff, will address the following as a baseline:

- Pedagogy, strategies, and best practices for teaching in a classical school environment
- A working knowledge of the CCA curriculum and enhancements as well as state and district graduation requirements
- How to utilize and navigate the tools of the selected Student Information System (SIS)
- How to develop and implement Individual Education Plans
- Forms of assessment and how to utilize results for data-driven instruction
- Knowledge of school processes and policies
- Collaborating on continuous improvement of curriculum
- How to foster a classical school community

Professional development activities will be provided before school begins and throughout the year. CCA teachers will participate in the following professional development activities designed to enhance their understanding of the curriculum and accountability measures:

- **Initial Teacher Orientation (13 days):** All teachers will attend teacher training developed specifically for CCA. This training is to prepare teachers for the first few weeks of school, will cover an array of topics,

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including curriculum, assessment (including all required student assessment), personalizing instruction, school year events, grading and report cards, parent-teacher communication, the SIS tool, and the Illinois Learning Standards. Upon successful completion of this training, teachers will be ready to begin instruction.

- **Supplemental Teacher Training Course Segments (6 days):** Once the school is up and running, CCA will offer teachers ongoing training appropriate to the needs of a classical school. These trainings sessions could include, but would certainly not be limited to, instructional strategies to help struggling learners, new assessments and curriculum elements, and processes that teachers need to implement once the school is successfully under way. There will also be a differentiated course designed specifically for returning staff members that would target new concepts and would serve as a refresher on basic skills. These days will occur outside of the school calendar. Please see Appendix 2.9 for Supplemental Teacher Training Course Segments sample schedules.
- **Professional Development Days (4 days):** CCA staff will take advantage of four professional development days scheduled throughout the school year (one per quarter). This will provide time for teachers to get together and discuss student performance, including student data and evaluation and how well the curriculum aligns with Illinois Learning Standards. This will provide an opportunity to adjust instruction and develop strategies to most effectively implement the curriculum for continuous improvement.
CCA Professional Development Sessions: CCA will provide teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise will conduct live sessions on a rotating basis throughout the school year. Teachers would be required to attend these sessions throughout the year on designated professional development days. Topics might include the following: implementing specific instructional strategies, current curriculum specific topics and trends, effective teaching strategies and communication skills for a classical school environment, utilizing the state standards to guide instruction, educational technology, and using data to guide instruction. These sessions would result in professional development certificates needed for certification upkeep.
- **Weekly team meetings:** The school's academic staff will meet once a week after school for 45-60 minutes. These weekly meetings will enable the staff to address immediate concerns, evaluate individual student performance and intervention, focus on a specific issue/growth area of the curriculum or analyze student assessment and performance data as a team.
- **CCA Teacher Handbook:** The teacher handbook will contain policies and procedures that will aid the teachers on a day-to-day basis.

The academic staff at CCA is expected to have and maintain an intellectual life, and be capable of discussing major topics within the scope of a liberal arts curriculum. We expect the work environment at the school to be collegial, with teachers frequently participating in extracurricular activities ranging from reading groups with fellow teachers to chaperoning clubs and social events for students.

CCA will provide teachers with research-based professional development, based on school improvement goals, and will meet in professional learning communities regularly as grade level teams, to analyze student data, and design units and accompanying lessons. Our principal will help assess and provide professional development to teachers specific to the needs of the school. New and experienced teachers will be taught to expand upon their initial knowledge base in reading instruction in order to refine their instructional delivery and increase their effectiveness. Teachers will meet with administrators, after benchmarks and testing assessment periods, to analyze student progress and develop an action plan. Finally, staff will be trained to support the instruction of classical materials within Core Knowledge and the implementation and delivery of the Riggs program through mandatory professional development prior to the opening of the school.

First Year Professional Training (August 2018)

In August, immediately prior to the opening of the school, CCA will provide a 13 day professional development program for the new teaching staff.

This training will include an on-site 10-day professional development program provided by the Barney Charter School Initiative (BCSI).

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BCSI teacher training agenda is as follows:

Initial 10-day Schedule (8:30am-3:30pm, with an hour for lunch, daily)

Day 1: Classical Education Foundations, Curriculum Overview (all teachers)

Examine the ideas of what an education is; what are the branches of knowledge and instruction; how these relate to the mission of the school; historical usage of these ideas in antiquity, the Western Tradition, and the American founding period; and how it stands apart from other educational philosophies.

Day 2: School Culture, Principles of Academic and Discipline Policies, Classroom Management (all teachers)

Present the philosophy accompanying the design of the following academy policy areas: homework, grading, promotion, retention, cheating/plagiarism.

Day 3: Science and History (discuss science in the morning and history in the afternoon) (all teachers)

Examine the nature of the body of scientific knowledge and how it relates to approaches to science instruction; present a set of purposes for the study of science; demonstrate the philosophical consistency between learning in science and learning in other disciplines in the school.

Present an overview of the structure and design of the Core Knowledge Scope and Sequence; the underlying ideas leading to the design; how to plan for lesson delivery through the construction of curriculum maps and syllabi; considerations in lesson design based upon the structure of the CK sequence.

Day 4-5: Math (K-7)

Present the design principles for mathematics curriculum scope and sequence; examine the overall comprehension objectives for the K-3 grade band and the 4-6 grade band; demonstrate the strengths of the curriculum elements (Singapore) as they support the comprehension objectives; explain and demonstrate the Model Method to support instruction in Singapore

Day 6: Grammar, Composition, and Literature (K-6, and upper school English teachers)

Present the principles of good writing and the practices for use by the teacher to develop writing abilities of the students; examine the purpose of reading literature and the approach to its teaching that supports the purpose.

Outline the developmental continuum of grammar comprehension and usage; present methods of instruction leading to mastery by the student.

Day 7-10: Literacy and Orthography (Riggs K-6); upper school math teachers and any other teachers meeting with BCSI team.

Present the concepts of phonics instruction as they relate to the acquisition of the skill of reading; demonstrate and practice the methods of phonics, spelling, and handwriting instruction which will lead to teacher proficiency in the curriculum delivery

The sequence may change depending upon scheduling. Hillsdale College does not charge the school for this training.

CCA Teacher Professional Development -YR1

Following the BCSI training, an additional three days of professional development are scheduled in August so that the teaching staff can be trained on specific Chicago Classical Academy culture and logistics, to coordinate within grade levels and within disciplines, and to prepare as needed for the first day of school. The Student Services Team will ensure that as a part of this professional development time, the teachers, staff, and administrators have training in meeting the needs of ELs, students with IEPs, students in at-risk situations and McKinney-Vento student rights, ISBE Social Emotional Learning Standards, and interventions and consequences that the school will use as alternatives to exclusionary discipline (with a thorough review of the recently adopted amendments set forth in Senate Bill 100). This includes the process of identification, assessment, developing a plan, monitoring, and evaluation.

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Professional Training in Subsequent Years (Supplemental Teacher Training Course Segments)

BCSI Professional Training in Michigan: At the end of the first year and in subsequent years, teachers at the school will attend a three day teacher training program in June on the Hillsdale College campus. Again, Hillsdale College does not charge the school for this training.

SAMPLE TOPICS COVERED AT PROFESSIONAL TRAINING PROVIDED BY BCSI:

General:	<ul style="list-style-type: none">• Foundations of Classical Education• Classical Education Foundations and Moral Philosophy Culture, Discipline, and Classroom Management
History:	<ul style="list-style-type: none">• Teaching Elementary Topics• Teaching the American Founding• Teaching the U.S. Constitution• Teaching Western Civ I (Constitution of the Roman Republic)• Teaching Western Civ II (Renaissance)• Teaching 20th Century American History (and other upper level courses)
English / Literature	<ul style="list-style-type: none">• Riggs "201"• Grammar• Composition• Teaching Elementary Literature (Example: Tom Sawyer)• Teaching Upper Level Literature• Teaching Poetry
Latin	<ul style="list-style-type: none">• Latin for Everyone• Building Classroom Resources for Beginning Latin and Beyond Latin Prep and Exams• National Junior Classical League
Math	<ul style="list-style-type: none">• Teaching Mathematics Instructional Philosophy Teaching Singapore Math• Teaching Pre-Algebra• Teaching Math in the Upper Levels
Science	<ul style="list-style-type: none">• Science Instructional Philosophy• Lectures on the teaching of Biology, Chemistry, Physics, and Electives
Music	<ul style="list-style-type: none">• Ideas for Curriculum Planning, Lesson Content, and Assessment within Music Courses• Integrating Music within the Arts and Other Subjects• Growing your Music Program• Learning Theory: Master Teacher Profile
Art	<ul style="list-style-type: none">• Teaching Art

Teacher Prep Time and Additional Professional Days

Lower school teachers typically have two prep periods and 5 classes; upper school teachers have four core classes and may be responsible for an elective. Four additional professional development days, with no school for students, are scheduled throughout the year. This will provide time for teachers to get together and discuss student performance, including student data and evaluation and how well the curriculum aligns with Illinois Learning Standards. This will provide an opportunity to adjust instruction and develop strategies to most effectively implement the curriculum for continuous improvement.

New Teachers and On-going Staff Development

The Principal, in collaboration with teachers, will develop a professional development program for new and continuing teachers, administrators, and other staff. The purpose of this effort will be to ensure that teachers who are new to the

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school are able to effectively implement the school's curriculum, and to be a part of a culture of continuous improvement. The Principal will provide feedback to teachers and staff throughout the year.

The professional development schedule will have the following general structure:

- Needs assessment;
- Goal setting;
- Improvement;
- Assessment.

Individual professional development plans will be administered by the Principal in collaboration with the teachers. The principal will provide feedback to teachers and staff throughout the year.

Academic Discussion Groups

A part of the staff development program at the school will include the cultivation of intellectual collegiality amongst the teaching staff. Once quarterly, the faculty will meet to discuss a text that has been provided to them beforehand. Sometimes these texts have an obvious connection with teaching and learning, but occasionally the piece is simply read because it is interesting or especially well written. The point of the discussion is often less about the text than about fostering discussion between the veteran CCA faculty and its newest members. We want them to participate in regular conversations, because we believe that in nuanced and subtle ways, these exercises will bear fruit in their classrooms. We also believe that it is important that faculty have an intellectual outlet and are not consumed by the grind that can be the first year of teaching at a school like ours. For prospective teachers interested in applying to the school, the following is a representative list of the types of articles that may be discussed (adapted from Ridgeview Classical Schools):

- Augustine. "The Teacher," in *Against the Academicians and The Teacher*. Indianapolis: Hackett Publishing, 1995.
- Huxley, Aldous. "Knowledge and Understanding," in *Complete Essays, Volume V, 1939--1956*. Chicago: Ivan R. Dee, 2002.
- Mansfield, Harvey C. "Science and Non--Science in Liberal Education," in *The New Atlantis*, Summer 2013.
- Nelson, Robert H. "The Secular Religions of Progress," in *The New Atlantis*, Summer 2013.
- Newman, John Henry. *The Idea of a University*, chapters 5--7. Notre Dame: University of Notre Dame Press, 1982.
- Oakeshott, Michael. "A Place of Learning," in *The Voice of Liberal Learning*. Indianapolis: Liberty Fund, 2001.
- Oakeshott, Michael. "The Voice of Conversation in the Education of Mankind," in *What is History and Other Essays*. Charlottesville, VA: Imprint Academic, 2004.
- Orwell, George. "Notes on Nationalism," in *Essays*. New York: Everyman's Library, 2002.
- Ruskin, John. "The Nature of the Gothic," in *On Art and Life*. New York: Penguin, 2005.
- Schall, James V. "What a Student Owes His Teacher," in *Another Sort of Learning*. San Francisco: Ignatius Press, 1988.
- Schumacher, E.F. "The Greatest Resource – Education," in *Small is Beautiful: Economics as if People Mattered*. New York: Harper Perennial, 2010.
- Sowell, Thomas. "Intellect and Intellectuals," and "Knowledge and Notions," in *Intellectuals and Society*. New York: Basic Books, 2010.
- Thompson, C. Bradley. "The New Abolitionism: Why Education Emancipation is the Moral Imperative of Our Time," in *The Objective Standard*, Winter 2012-2013.

2.9.3: Staff Evaluation

Describe how school leader and staff performance will be monitored and evaluated, including the calendar, staff roles, and supplemental documents. Explain how the school intends to handle unsatisfactory teacher and staff performance, as well as leadership/teacher changes and turnover.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

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The human resources strategy will realistically help retain highly effective leaders, teachers, and staff.

- *Schedules and processes for teacher observation and evaluation*
- *Explanation for how teacher evaluations are tied to PD, compensation strategies, staffing decisions, etc. (Next Generation applicants specify how evaluation procedures will be adapted for blended learning and online teachers)*
- *The proposal provides clear criteria for evaluating school leaders(s), specifies a process for providing an annual performance review, and describes mechanisms for offering school leader(s) consistent feedback*

Appendix 2.9

In Appendix 2.9, applicants must provide:

- *A chart showing the school staffing model that lists all administrative, instructional, and non-instructional staff positions over the school's first five years of operation;*
- *A school-level organizational chart that shows 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; and*
- *Job descriptions for all leadership positions, teachers, and key support staff; and*
- *A professional development calendar for the first year of operation.*

Applicants may provide additional documents, including:

- *Personnel policies or an employee manual;*
- *Resumes of prospective staff members who have been identified for specific positions with a description of why they are uniquely qualified for success in the position; and*
- *Any documents, policies, tools, or forms related to staff evaluation and performance.*

As a school focused on high-achievement, the leadership of CCA is dedicated to having the best staff and maintaining a culture of continuous improvement. CCA will develop, refine, and improve a manageable yet comprehensive, consistent evaluation plan in alignment with the school's mission, goals, educational program and student achievement goals, assessment, academic expectations and professional development of faculty and staff.

We will consult with other similar schools, such as Savannah Classical Academy, Golden View Classical Academy and Ridgeview Classical Schools, to develop this plan using proven best practices that best apply to our school.

Student academic performance and growth will make up at least 50% of the evaluation criteria.

CCA is committed to being a high-achieving school. Having effective teachers in the classroom is one of the most important factors in student success, achievement, and growth. Our school will use staff assessments and evaluations to uphold high professional standards.

Regular CCA employees will be formally evaluated at least once annually; new teachers will be evaluated formally twice per year. An evaluation program, using resources such as *Growth Through Learning*, will be determined by the Principal and subject to Board approval. The Principal will evaluate teachers and other staff. The Board of Directors will evaluate the Principal. Teachers will be evaluated against criteria described in their job description, curriculum guides, past performance, classroom observations, work with lead teachers, and indicators of academic progress, including the test scores achieved by each teacher's classroom. Prior to, and in preparation for, a formal evaluation, teachers will complete a self-evaluation form.

In addition to the annual formal evaluation, CCA will use frequent, informal evaluations, particularly in the case of staff new to the school. These informal evaluations will be conducted in a give-and-take manner. Staff will be encouraged to provide input on what is working and what is not.

By engaging in regular performance evaluations, CCA is assessing how well the teachers are doing with respect to their curricular and non-curricular responsibilities. Regular evaluations should give rise to individualized performance goals for each teacher. This entire process is one part, but an important one, of a larger system of performance management that includes training and career development.

The training CCA provides – developed internally, through Hillsdale College, or in conjunction with other organizations – constitutes part of the continuing, professional development of faculty members. CCA will also

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actively facilitate the development of teachers by supporting them in pursuing independent studies, college coursework, seminars, conferences/workshops, and scholarly or creative projects – all either connected to the general development of the mind or to the specific development of expertise in areas they are teaching at CCA.

As CCA develops a baseline process and is able to correlate high standards to performance in the classroom, the staff will work to refine the hiring requirements and professional development for better performance.

The Principal will be evaluated by the School Board on at least an annual basis. While the Principal will formally evaluate the teachers once or twice per year, informal evaluations will occur via frequent “drop in” visits throughout the year. The Board will perform ongoing assessments of the school and its programs and operations. The Board will also routinely assess its own performance. Board members will participate in and develop short- and long-range plans for the school. They will monitor the effectiveness of the school’s programs and implementation to determine if the school has met its stated goals. CCA will comply within the parameters of rule and law for said evaluations.

Identified performance gaps will be addressed through improvement options that include but are not limited to professional development, mentor/peer assistance, teacher action, and/or administrative action.

Improvement goals will be identified and a timeframe will be determined to achieve set goals. The Principal may initiate disciplinary action which may range from verbal, written or final warnings to suspensions or immediate termination, depending on the facts of the particular case and the employment history of the teacher. The Principal will use board support throughout the process if deemed necessary.

The Principal will receive an annual performance review with criteria including commitment to mission, objectives, and goals; school and program development; organization, planning, and preparation; instructional practices and student achievement; communication, accessibility, professionalism, and collegiality; sound business practices and a safe and orderly school environment; secure maintenance of school records; and community outreach.

Unsatisfactory leadership performance will bring a Corrective Action Plan by the Board. The Board will outline a plan of action to help the Principal reach desired goals. The board will consult with the Principal regularly to monitor progress of goals. If the Principal fails to meet the necessary improvement goals within the agreed upon time-line, the Board will consider termination.

The CCA Board will develop an employee handbook that will include all HR policies and other information needed for its staff. The handbook will contain policies and procedures regarding employment, employment status and records, employee benefit programs, timekeeping/payroll, work conditions and hours, leaves of absence, and employee conduct and disciplinary action. At the end of each school year, the Principal and the CCA Board will review and revise the staff handbook as appropriate. Evaluation outcomes will be tied to compensation increases.

Currently, CCA has budgeted average salary increases of 2% per year based on these evaluations. Since compensation is based on the results of these evaluations, some teachers may see a more significant increase in their salaries. The performance evaluation rubric and corresponding compensation rubric will be further developed by the Principal and the Board.

Section 2.10: Design Team Experience and Capacity

The design team's (or existing school network's) experience and track record demonstrate the capacity to open and operate a high-quality charter school.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *A summary for each design team member with details on each person’s experience and credentials, role during the design phase, and intended role in the proposed school*
- *Design team members and founding board members that possess the wide-ranging skills and experience needed to open, operate, and sustain a high-quality charter school, including previous experience serving the school’s targeted population*
- *Clear explanations of the role(s) of consultant(s) in developing the proposal or implementing the proposed model (if approved to open)*

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- *Clearly delineated roles and responsibilities for each member of the instructional leadership team that are reflected in the attached job descriptions*
- *Quantitative evidence of instructional leaders' individual track records of driving significant academic gains with similar student populations in a school setting*
- *A well-rounded leadership team that collectively has the qualifications and track record necessary to ensure the successful implementation of the academic, operational, and financial operations of the school*
- *Clear plans to provide sufficient leadership development and support to address any gaps in skill or experience to ensure success in a given role*

2.10.1: Experience

- *For each design team member and candidate for staff positions, please provide a summary of each person's experience and credentials, their role during the design phase, and intended role in the proposed school (if applicable), making sure to identify any proposed board members. (Board resumes are requested in Section 3.4.1 – Governance Start-up.)*
- *Describe the team's individual and collective qualifications for implementing the school design successfully, including in areas such as:*
 - *School leadership;*
 - *Curriculum, instruction, and assessment;*
 - *Operations;*
 - *Finance;*
 - *Accounting and internal controls;*
 - *Fundraising and development; and*
 - *Law.*
 - *Describe any experiences that team members or future staff members have in serving the school's targeted population.*
 - *List any advisors, consultants, and organizational partners that have supported the development of school or will support school operations. Describe their specific role.*

Design Team

The CCA Design Team is dedicated to seeing a classical option for Chicago families. [REDACTED] is our principal candidate. The team's resumes are in Appendix 2.10.

Alice Epstein - Proposal Manager, Operations and Marketing

The driving force behind the school is Alice Epstein. When she began researching education options for her children, she came to the conclusion that this was the kind of model she wanted and that Chicago's students should have access to as well. She was introduced to three unique educational models from an early age through a dual-curriculum Jewish day school and a traditional Russian curriculum at home. All three approaches were infused with elements of a classical curriculum - traditional methods; focus on language, reading and phonics; emphasis on problem solving, memorization and repetition. But it wasn't until Alice started looking for supplemental material for her oldest daughter that she was introduced to the classical model as a comprehensive educational philosophy. With three additional little ones to educate, her original intent to bring her own kids a rich education has expanded to building a school to serve the city as a whole. In addition to being a mother, Alice works for First Analysis in business development, communications and marketing. She received a BA in Political Science from the University of Chicago.

Bruno Behrend - Policy and Fundraising

Bruno is a founding board member of American Transparency, a non-profit organization dedicated to putting all local, state, and federal spending in one database, ready for instant retrieval. Prior to his current position, he was director of the Center for School Reform at The Heartland Institute, where he advocated for transforming America's education system. Mr. Behrend has a background in public policy research, database consulting (specialist in fundraising software), and corporate seminar and training development. He has started five businesses. Bruno is a 1983

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graduate of University of Illinois with a degree in finance and a 1990 graduate of IIT-Kent College of Law, and is licensed to practice law in the state of Illinois.

James Gurnee - Budget and Grants

James' diverse educational background, grounded in a variety of academic models including the public school system, the International Baccalaureate high school program, Oxford University, and Hillsdale College, built the foundation for his passion for the classical liberal arts education model. James is responsible for building a budget to fuel the differentiated nature of Chicago Classical Academy's curriculum while maintaining financial strength and operational stability, core to the school's success. James earned a BA degree in Economics with distinction from Hillsdale College and now works in equity investment analysis at Northern Trust.

Heidi Schroeder - Community Engagement and Development

Heidi Schroeder was schooled in private, home and public education which positioned her to progress to Hillsdale College where she received a B.S. in Mathematics and Theatre. After a corporate career in international business development, Heidi took a hard pivot into education reform. She now applies her leadership and entrepreneurial skills to schools with high-academic and character components.

██████████ - Principal Candidate, ██████████

██████████ has always been passionate about education, specifically education for students that are developmentally and/or socio-economically disadvantaged. After earning his Masters of Art in Teaching from National Louis University he started his career teaching Special Education. He became a founding staff member at DRW College Prep. His commitment to student success and professional excellence is evident in his consistent promotions from starting as Special Education teacher to current role as Dean of Students.

CCA's design team will use its collective skills to hire future team member and staff to ensure strong school leadership while maintaining quality curriculum, instruction, and assessment. The design team will found a successful school, executing the necessary tasks in operations, accounting, and internal controls. It is dedicated to fundraising to secure financial health. It will also focus relentlessly on upholding its charter and following Illinois Charter School Code.

As a member of the Barney Charter School Initiative (BCSI), CCA will receive ongoing training, oversight and accountability (i.e. quality control) on our curriculum, instruction and assessments. BCSI and its 17 schools share best practices with all members of the initiative. Regular trainings, along with visits from BCSI, will provide the support and monitoring the school needs, while keeping the integrity of the classical, liberal arts model.

- Heidi Schroeder's corporate experience in starting an international branch of a Fortune-500 company brings sound experience to creating and delegating the school's operational needs.
- Alice Epstein's skills in Communications and Marketing allow CCA's mission to be effectively shared internally and externally, which is vital to student recruitment, team and community correspondence, and public relations.
- James Gurnee's experience in analyzing and ensuring financial health brings certainty that the finance, accounting and internal controls will be strong, meticulous and sustainable. CCA's design team has strategized a robust fundraising and development plan with the help of Kathryn Nelson, Sherry Street and John Tillman whose combined experience has raised millions of dollars in Chicago and Illinois for education and policy. CCA will look to bring on Board and Associate Board members with fundraising experience to meet CCA's financial model.
- As a licensed lawyer and well-versed in public policy, Bruno Behrend has the capacity to address legal matter for the school, from reviewing contracts, leases, and other necessary functions that may arise

As the Principal primarily responsible for future hires, ██████████ will work closely with BCSI to hire a strong faculty that will execute the model well and serve our students. ██████████ work with special needs students for 5 years and his career at DRW College Prep in North Lawndale makes him a good judge of skills and experience needed in his staff to adequately serve CCA's students. BCSI's experience in hiring and training faculty for 17 other sister schools will bring valuable insight around hiring for our unique model.

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Proposed Board Members

CCA's Design Team consists of the Founding Board, [REDACTED] and a number of key advisors. CCA desires to maintain a Board size of 5 to 7 members. We are actively growing the Board and specifically looking for members that have strong community ties to the South Loop and neighboring recruitment areas, have networks of potential resources; have fundraising experience in the education and/or nonprofit sector (such as Sherry Street), have academic experience in the classical model. We will continue with our robust plan to secure the following specific experience and skillsets: development, academics/curriculum, and community relations. This would then provide a Board that is well-rounded. Our ideal board will consist of the following skill sets.

- Parental expertise (currently Alice Epstein)
- Legal/Policy expertise (currently Bruno Behrend)
- Financial expertise (currently James Gurnee)
- Community expertise (currently Heidi Schroeder)
- Classical and charter model expertise (interim Phil Kilgore)
- Development

CCA is open to replacing current Board members with others that offer greater experience in matters relating to education law, finances and parental insight.

Key Advisors

CCA is dedicated to excellence and quality. Recognizing the importance of a well-thought out plan to ensure a successful school, CCA sought advisement in every area, including financial, fundraising and community outreach. Our strong group of advisors provided generous and insightful guidance that has allowed us to feel very confident in our plan. Please see Advisor resumes in Appendix 2.10.1.

Curriculum

Phillip Kilgore - Director, Barney Charter School Initiative, 517-607-2307, pkilgore@hillsdale.edu

Mr. Kilgore, as Director of the Barney Charter School Initiative, provided vital support for CCA from inception to and through application. Having advised 17 classical charter schools (urban and suburban), Mr. Kilgore has in-depth experience in ensuring the success of the schools he oversees.

Rebecca Fleming - Assistant Director, Barney Charter School Initiative, 517-607-2307, rfleming@hillsdale.edu

Mrs. Fleming supported CCA alongside Mr. Kilgore since the Initiative began. Her support was vital in areas such as curriculum/standard alignment, school data, best practices and networking.

Mike Rogers - Executive Director, Chicago Education Partnership/Moving Everest Charter School, 312-874-6880, mrogers@chicagoedpartners.org

As founder of Moving Everest Charter School (2016), Mike has critical, current and relevant advice. His insights have been very resourceful, especially in matters related to operating a charter school in Chicago. He has generously counseled and shared with us his resources regarding starting a charter school.

Benjamin Payne - Director, Savannah Classical Academy, 912-398-2391, b.payne@scasav.org

Mr. Payne has guided CCA on how the classical model is executed with a socio-economically disadvantaged student body. Savannah Classical Academy has 490 students (K-9) with 70% free/reduced lunch. Matters of structure, behavior intervention, culture, community engagement, parent involvement, staff training and modified/alternate curriculum and methods have been discussed at length with Mr. Payne.

Eleanor Pettus - History Teacher at Atlanta Classical Academy, eleanorpettus@yahoo.com

Eleanor has advised CCA on direct student instruction, lesson plans, scheduling and student services. Eleanor's experience as an educator in higher ed and currently at CCA's sister school has enabled her to share best practices she has mastered and borrowed.

Financial

Josh Marder - Business Manager, Academy for Global Citizenship, 773-582-1100 x11, jmarder@agcchicago.org

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Josh's experience as the Business Manager of a Chicago public charter school was key in formulating Chicago Classical Academy operating projections. Josh's expertise provided insight into high level reimbursement and revenue dynamics relevant to CPS as well as a framework for operating expenses relevant to Chicago.

Kim Miller - Business Manager, Golden View Classical Academy, 970-214-9340, kmiller@goldenviewclassical.org

Kim advised the design team on various financial projections. Kim's experience as Business Manager of charter schools in Colorado affiliated with the Barney Charter School Initiative (BCSI) was key in the team's understanding of financial projections specific to the classical model Chicago Classical Academy intends to implement.

Jane Kratochvil - Infinite Connections, 773-412-9072, jkratochvil@infiniteconnect.net

Jane assisted the design team in forecasting potential revenue from the E-Rate program. Jane has consulted with numerous charter schools in the Chicago area in understanding their E-Rate reimbursement and filing the necessary documentation with the relevant agencies.

Craig Stubler - Principal at One Digital, cstubler@onedigital.com

Craig assisted the design team with HR benefit packages and payroll options. Craig works with over 45 schools in the Chicago area and ensures that these schools have a competitive benefits package to help attract and retain the best staff possible.

Drew Sandler - Kamm Insurance Group, dsandler@kammgroup.com

Drew provided the team with a comprehensive overview of all required and recommended insurance policies for charter schools. Drew has particular expertise with Charter, Alternative, and Therapeutic Day Schools.

Fundraising and Development

John Tillman - Chief Executive Officer, Illinois Policy Institute, jtillman@illinoispolicy.org

John was our first cheerleader and advisor. He has seen the potential from before CCA was a well-developed idea. His ability to hone in on a mission and vision and see it through to execution has been immensely helpful and inspiring. He has opened up his network to support CCA, and provided office and meeting space in downtown Chicago.

Nick Perrin - Dean of Graduate School at Wheaton College, nicholas.perrin@wheaton.edu

Dr. Perrin founded a private classical school in Wheaton, thus knows what it takes to move an idea to realization. His detailed insight and relevant start-up advice has helped CCA to strategize effectively. Dr. Perrin has connected CCA with the development team at Wheaton to offer training and support to strategize a development plan.

Kathryn Nelson - Former Development Manager, Namaste Charter School, kathryn.c.nelson@gmail.com

Kathryn has been advising CCA for the last year on how to fundraise for a charter school. Namaste is a model school for CCA when it comes to fundraising and mission-focus. Kathryn helped plan and execute our first fundraiser and is continuing to support in ideation of events, fundraising and potential associate board creation.

Sherry Street - External Relations Officer, Illinois Policy Institute, sstreet@illinoispolicy.org

Sherry has been involved in education reform for 20 years. Sherry founded the South Carolina Association of Independent Schools Serving Minority Children. Through this network, she educated parents, religious leaders, decision makers and other community stakeholders about the state of education for at-risk children. Sherry has counseled CCA on networking and development - who to talk to and how to talk to them.

Lennie Jarratt - Project Manager for Transforming Education, Heartland Institute, 312-377-4000, ljarratt@heartland.org

Lennie is an education policy expert - as former managing editor (2013 - 2014) of Champion News, and Education Matters he has offered critical editing support for CCA in the application preparation process.

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Community Outreach

Chris Butler - Founder, Citizen Consulting Group. chris@thecitizengroup.com

Chris' wisdom on community outreach has been insightful; he has been involved across the spectrum of public engagement activities. His work as deputy campaign manager and field director for A+ Illinois, and as the director of advocacy and outreach at New Schools for Chicago, a leader in school reform in Chicago, provide great depth to his insight.

Demetrius Davis - Pastor of CityPoint Community Church; Faculty at Catalyst-Maria, ddavis@citypointcc.org

Demetrius visited our sister school Savannah Classical to see the program in action. This experience solidified his support for a classical, liberal arts model for the South Loop and specifically the black community. He has and continues to advise CCA on community engagement and making introductions to key community players.

Allison Jack - Director of Charter Growth and Support, Illinois Network of Charter Schools, ajack@incschools.org

Allison has been with CCA from the first INCS conference CCA attended in 2015. Allison has advised us strongly to execute our community outreach in a well thought out manner. Her belief that schools must be community focused aligns well with CCA's community- and parent-driven model.

Consultants

Citizen Consulting Group - Jelani McEwen, Chief Executive Officer, jelani@thecitizengroup.com

Will support development and implementation of our community engagement plan.

IFF - Sarah Kirk, LEED GA, Project Manager, skirk@iff.org

Delivered a thorough facility feasibility report.

Leslie Eskildsen, EL Consultant, eskildsen@sd12.org

Reviewed and advised on EL program meeting local, state and federal requirements.

Susan Ireland, SPED Consultant, susanleeireland@gmail.com

Reviewed and advised on SPED program meeting local, state and federal requirements.

Organizational partners

Barney Charter School Initiative: Promote the founding of classical charter schools and excellence in their teaching and operations, to the end that public-school students may be educated in the liberal arts and sciences and receive instruction in the principles of moral character and civic virtue. The full scope of services provided by BCSI is included in the signed agreement in Appendix

Illinois Network of Charter Schools: Advocates on behalf of the charter sector, provides support to charter schools, and influences education policy for the benefit of all public school students.

Illinois Policy Institute: Research organization supporting free market principles, liberty-based public policy initiatives, economic liberty and government accountability.

Entreenuity: Equips youth and adult innovators and entrepreneurs to become the small business owners of tomorrow.

CCA's design team, proposed board members (current and ideal), advisors and organizational partners demonstrates the capacity to open and operate a high-quality, classical, liberal arts charter school that will serve a diverse student body in the greater South Loop of Chicago.

2.10.2: Leadership

Note: All applicants responding to the RFP for operators new to Chicago must identify a proposed instructional leader with their Tier I submission.

- *Briefly describe the proposed leadership structure, citing roles and responsibilities of the school's leadership team beyond the principal/head of school.*

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- *Briefly describe the identified school leader(s), including experience and training. Explain how these individual(s) are well qualified to launch and lead the proposed school. Describe plans to address any gaps in skill or experience in order to ensure success in a given role.*
- *Include additional information about other members of the proposed leadership team, if identified.*

CCA is committed to having a strong professional staff. We know that a good staff must be lead effectively by educational experts, and we intend to hire just that. As cited by a Hechinger report, “more recently, research has emphasized the importance of school leadership in improving outcomes for a school and its students. But make no mistake: this is not the school leader as drill sergeant, or the charismatic leader whose skill-set is impossible to replicate. Instead, it is a school leader who is capable of transforming a school environment so that its students and teachers can flourish.”³⁹ CCA is committed to a leadership model that builds on a strong Principal that is capable of empowering his team.

At full capacity, CCA’s oversight team will be a Principal, Assistant Principal, Business Manager and Special Education Teacher. Each of these will play an important individual and collective role in ensuring that decisions are fiscally responsible and student centered. As at-will employees of CCA and leaders of its mission, their character is of utmost importance. They must have high moral character and embrace the virtues of a democratic society. For visual reference of our leadership structure, please see our staffing model in Section 2.9. Detailed job descriptions can be found in Appendix 2.9.

The Principal is accountable to the BOD of the School as the authority in charge of (1) implementing the mission and philosophy of the school, (2) maintaining the academic integrity of the school, (3) managing the school and faculty, and (4) supervising the students. In addition, the Principal should set budget priorities and have general knowledge of the school’s fiscal status. He is the executive decision maker for the operation of CCA and is ultimately responsible for the success of the education of the pupils in accordance with the principles established in the charter document and the vision of the BOD. The Principal oversees and delegates a faculty of professional teachers and classroom aides, and a small administrative staff. They are responsible for all aspects of CCA, and directly, for academics and student services. The Assistant Principal reports to the Principal and is the authority in charge of (1) school culture and student discipline, (2) supervision of nonacademic programs, (3) facilities, and (4) ancillary staff. The Assistant Principal may be given decision making responsibilities as designated by the BOD and the Principal.

The Business Manager is accountable to the Assistant Principal while working in support of the Principal and Assistant Principal. They deal with matters related to operations, specifically (1) city, state and financial based audits, (2) overseeing and ensuring accuracy of budget, (3) obligations in relationship to all signed contracts, (4) benefits and payroll completion.

CCA believes the Special Education Teacher is of vital importance and will take great care and consideration in selecting a highly-qualified candidate. They work in conjunction with the Principal of the school as the authority in charge of (1) ensuring the academic integrity of the school by overseeing the appropriateness of modifications, (2) accommodations for students in specialized programming, (3) Overseeing the education of students with IEPs and 504 Plans, (4) assisting and supervising general education teachers to meet individual students' educational goals for students with IEPs and 504 Plans, and (5) managing the Student Services Team, including the supervision and evaluation of all Special Education staff.

Principal candidate

Our principal candidate, [REDACTED] is currently a Dean of Students at one of the top charter high school networks in Chicago. His dedication to education equity in Chicago, along with his extensive and diverse experiences in the education industry, make him someone to be uniquely qualified to build our school.

[REDACTED] has been in the education field for over a decade. While studying education as one of his undergraduate majors at Loyola University of Chicago, he oversaw and executed an after-school program for underserved, at-risk students in Evanston. After completing his degree at Loyola, [REDACTED] enrolled at National Louis University and acquired a master's degree and certificate in special education. During his graduate studies, [REDACTED] also taught special

³⁹ <http://hechingerreport.org/why-school-leadership-matters/> (full article in Appendix 2.10.2)

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education and worked closely with young men and women with disabilities at a Chicago Public School and New Trier High School. In line with his commitment to growth and the love of learning, [REDACTED] has plans to further his development and obtain his Illinois Principal's license.

Following his time at New Trier, [REDACTED] focused on teaching in a life skills classroom model and was a case manager at a therapeutic high school for three years. Utilizing this strong background in teaching, mentoring, and coaching, [REDACTED] transitioned to become a founding teacher at the aforementioned charter network to focus on implementing critical and benchmarked structures for student success. He consistently progressed up the administration ladder over the last five years, serving in a variety of roles from special education case manager to Dean of Students.

[REDACTED] diverse teaching and administrative experiences have prepared him to not only take on this important leadership role, but to thrive in its challenges and build upon opportunities for success. We have found Jonathan's passion for quality education and his knowledge of the urban learning environment to be an excellent duo for the needs of CCA. We are thrilled at the prospect of his leadership for Chicago Classical Academy Charter School.

CCA is looking forward to identifying additional leaders. Educators have already reached out and are eager to be a part of our future school. One notable candidate is [REDACTED] is our prospective music teacher. [REDACTED] was classically trained and majored in music in college; she has a real understanding for how it feels to learn to play an instrument. She has 16 years of experience in teaching music and 10 years in vocal coaching. Her teaching qualifications include a music degree in piano performance as well as extensive work with choirs and choral groups, recording albums and performing for large audiences. [REDACTED] experience is listed on her website at: [REDACTED]

2.10.3: Evidence of Success

Provide evidence of the team members' and the proposed school leaders' collective and individual capacity and track record driving academic achievement and growth among students similar to those the school will serve. Include quantitative data where available.

Appendix 2.10

In Appendix 2.10, applicants must provide:

- Resumes of all design team members and candidates for positions in the school, including the identified school leader and members of the proposed leadership team. It is not necessary to provide personal addresses or phone numbers.

Our principal candidate, [REDACTED] has been a member of the education community for almost 10 years. One of the most telling stories of [REDACTED] success has been his promotion within his current school. Over five years with the [REDACTED], he has been promoted each year because of his demonstrated success.

Since he worked with the founding class of the school (SY 2012) and each of their subsequent years up to the ACT, we can see his impact through the numbers. When the cohort of students took the EXPLORE test in the spring of 2013, the average score for his students was a 14.4. When that same selection of students took the ACT in the spring of 2015, the average school score was 19.0. The average growth for students in that cohort was four and a half points. This placed his students in the top 15 schools for CPS' open enrollment schools.⁴⁰

[REDACTED] impact on these results is evident in his record. Initially, he taught those students as a special education teacher, where his students with individualized education plans outgrew the [REDACTED] average by almost one entire point. In fact, his students had the third highest growth in the entire [REDACTED]. In the second year of the school, [REDACTED] took on the leadership of the entire 10th grade team. Leading professional development and creating structures to support the work of his teachers, he paved the way again for student growth. In addition, he took on new classes and content in his support of students with IEP's. In this work, his students' scores succeeded in meeting the average score that 2,000 other students in the [REDACTED] with IEP's. After turning in two straight years of exceptional growth, he was given the 11th grade team, leading to the aforementioned four and a half points of

⁴⁰ "Growth from 9th Grade Explore (2013-2014) to 11th Grade ACT (2015-2016): Top 15 CPS open-enrollment schools" https://www.incschools.org/tableau/?post=34&type=illinois_overview&index=7-0

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growth. His team consisted of 12 adults whose sole goal and focus was working with the 11th graders to improve ACT outcomes. Despite CPS and [REDACTED] moving up the ACT test date, giving his students 2 fewer months to learn, he delivered on his goal.

With focused professional development for his team and high expectation for his students, [REDACTED] turned in a growth number that matched the [REDACTED] average. Along with this he was able to grow his students (whom he directly taught history to) reading scores almost two full points on the ACT.

After three years of growth, he was promoted to Grade Level Dean to oversee all grade level leaders. His work with this team focused on academic growth, discipline trends, and teacher development. Each one of his leaders created unique cultures that addressed these specific fields. Each grade made a new school record for highest GPA's, lowest number of student F's, and lowest number of detentions.

After the success in that year, he was promoted to Dean of Students to work exclusively with the freshman and seniors. As of now, he has 83% of freshman students on track (without the use of summer school) eligible for promotion.

Further detailed data is available upon request. [REDACTED] for further questions regarding his proven success and data-driven results.

Domain 3: Organizational Plan

Section 3.1 Operations

The school start up and operations plans will ensure that the school provides a safe and secure environment for students starting on day one.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- A plan and dedicated staff who will be able to effectively perform the wide range of operational duties required to run a school, including but not limited to:
 - Transportation, food service, building operation, purchasing processes, student records, school safety
- Clear roles for leadership, faculty, and staff to participate in operational decision-making processes, including the development of personnel policy
- A feasible, detailed start-up plan with key milestones, tasks, owners, and completion dates covering the array of activities required to successfully open a new school on time and ready to serve students on day one
- A clear explanation of the roles and responsibilities of any staff in the incubation year and a plan to compensate them during this time

3.1.1: Operational Management and Leadership

- Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including, but not limited to, transportation, food service, building operation, purchasing processes, student records, and school safety.
- Explain the school's plan to define roles and responsibilities for operational priorities and decision-making, including developing its personnel policy.

Chicago Classical Academy (CCA) seeks to bring a well-defined and time tested academic model. The success of this model will be directly related to the operational and fiscal strength of the school as a whole. CCA has current systems, structures and an operational organization that set us apart; these will continue through start-up and school operations. CCA has worked closely with Hillsdale College's Barney Charter School Initiative (BCSI) in design and execution of the academic program and adopted best practices developed by the network of classical schools. BCSI serves as an academic advisor to CCA, but it is not a management organization. The Illinois Policy Institute (IPI) has supported in execution during our design phase. IPI has provided CCA with pro-bono support in fundraising, marketing, surveying and has donated in-kind to hire IFF and legal support. These pre-application supports have been vital and offered with no-strings attached. They have positioned CCA to submit a quality application with a strong plan to open a successful school. BCSI and IPI will continue to advise CCA where needed.

Specific, attainable, and measurable goals must be placed to evaluate organizational health and recognize any areas of weakness. Our school goals are summarized in the chart below. This table highlights non-academic services and CCA's goals, metrics around them and the person responsible for managing them.

- The Principal (P) manages the Assistant Principal and all academic affairs and teachers
- The Assistant Principal (AP) manages the business manager and the school counselors
- The Business Manager (BM) manages the office manager and the facilities manager
- See Appendix 2.9 for complete staffing model

	YEAR 1 (2018-19)	YEAR 2 (2019-20)	YEAR 3 (2020-21)	YEAR 4 (2021-22)	YEAR 5 (2022-23)	OWNER
Attendance			Above 95%			AP
5 Essentials Survey:	Organized	Well organized	Well organized	Well organized	Well organized	P/AP
Data Quality Index	99%	99%	99%	99%	99%	AP/BM
Student Retention	90% of students remaining in the District will reenroll in CCA					P/AP
Teacher Retention	5-year tenure for all junior teachers CCA's annual retention rate of instructional staff will be 90% or higher.					P

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Parent satisfaction	Average parent satisfaction with the academic program and frequent and open communication as measured by an annual survey at the end of the school year will exceed 85%.					P/AP
Fiduciary & financial responsibility	CSQP rating of 3 or above	CSQP rating of 3 or above	CSQP rating of 4	CSQP rating of 4	CSQP rating of 4	BM/P

CCA's Principal will review these operational outcomes on an ongoing basis and as available with the responsible parties. Frequent meetings to review these metrics will be established by the Principal prior to each school year. Financial goals will be reviewed by the Board, at each Board meeting; the Finance Committee will review monthly, quarterly and annual financial reports prepared by the Business Manager. Operational goals will be reviewed by the Board as available, no less than annually. If a goal is not met, the Board will discuss and create a plan of action. This plan of action will be in place and modified as necessary until the goal is achieved.

Student Information System and Data Security

Student records and parental demographic information must be protected with the utmost respect of sensitive information. CCA intends to use an online student information system (SIS) to manage all student records. These programs are popular ways to streamline everyday activities and keep information out of dark closets and in front of administrators and teachers alike. We are researching different SIS systems of which PowerSchool is a strong candidate because of its ability to sync with other data systems like Tableau and its extensive report generating ability. The final decision will be made after assessing whether the SIS system addresses the following:

- Maintenance and reporting of student data
- Handling inquiries from prospective students
- Handling the admissions process
- Enrolling new students and enabling online scheduling
- Student accounts
- Automatically creating class and teacher schedules
- Handling records of examinations, assessments, marks, grades and academic progression
- Maintaining records of absences and attendance
- Recording communications with students
- Maintaining discipline records
- Providing statistical reports
- Capabilities to operate multiple campuses and in multiple languages
- Communicating student details to parents or other persons authorized by the student, through a portal
- Special Education / Individual Education Plan (IEP) services
- Accounting and budgeting services
- Student health records
- Transportation management
- Regulatory reporting and reports for accrediting bodies

School Safety Team

School climate/safety is a critical component to the success of every school; therefore, CCA will compose a school safety team with the following members: the Principal or designee, the Facility Manager, a Parent/Guardian whose child attends the school and a local law enforcement representative. The committee will be responsible for the following, on a yearly basis:

- Updates to school site map and evacuation routes
- Updates to School Safety Plan
- Incident/crime trend analysis of matters related to student behavior and discipline

More on CCA's school safety plan can be found in Section 3.3.3.

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Transportation

CCA will arrange transportation through CPS when necessary/available as IEPs prescribe. The School Counselors are responsible for ensuring that all student transportation needs are met.

Transportation will not be a barrier for any child who is enrolled in the school. We will be located in the greater South Loop, an area that is highly accessible. Given our proximity to a plethora of public transportation options in the South Loop, CCA students, parents, and even staff can easily depend on the Chicago Transit Authority. With over 20 different public transportation options within a 10 minute walk CCA expects many families will take advantage of accessible, affordable and convenient public transit in the area. CCA will provide student fare cards to families who chose this option. CCA will also coordinate with CPS bus routes to provide transportation to students. CCA will monitor the Parent/Guardian State Pupil Transportation Reimbursement Program for when it becomes available and share this information with families.

CCA will make every effort to ensure that students who are homeless or become homeless are able to continue their education. The Student Service Team will customize transportation methods for each family depending on their unique situation; the student counselor will keep an open line of communication with the student's teacher and regularly contact the family to ensure adequate service is being provided. CCA will offer CTA cards for students and parents when applicable.

CCA will promote carpools as part of the transportation plan for CCA and school families. While some parents will likely organize their own carpool plans, CCA will coordinate a carpool program for families who are interested in a school-coordinated option. By accessing the addresses of families who wish to participate, central locations for pick-up and drop-off can be identified. The Transportation Survey, included in the Enrollment Packet, will facilitate carpool coordination among interested families.

CCA will ensure that any transportation program is in compliance with all federal, state and local rules and regulations governing vehicle safety equipment, inspections and licensing, including transportation requirement for students with special needs. At CCA, we are committed to educating every single student that enters our doors. All students regardless of abilities or housing situation will be greeted with all of the CCA opportunities. In compliance with their IEP or 504, CCA will work closely through our Special Education teacher and with the Office of Diverse Learner Supports and Services within CPS to ensure every student has full access to CCA.

To ensure the safety of all students, staff, and visitors, the principal or authorized designee shall establish procedures including, but not limited to: authorization processes for dismissal and pickup, drop off and pick up times, routes, supervision, and load/un-load processes. These procedures shall be published in the student handbook each year and updated periodically as needed for efficiency and safety.

Parents, guardians, day-care buses/vans, and other authorized individuals dropping off or picking up students shall be registered and verified prior to pick-up and comply with all procedures set forth by the principal or other authorized school leader. The Principal or other authorized school leader is authorized to take measures (including debarment from access to the property) to address habitual non-compliance with the transportation policy and procedures which infringe upon the safety of students, staff and visitors or which impedes the efficiency of arrival and dismissal processes. The School will accept or release students from school to the care of a parent or guardian or other individual previously approved in writing by the parent or guardian.

Students who will walk or ride bicycles to school will provide CCA with parental consent in writing to do so and will be required to issue additional written consent to change this process.

For field trips and other off-site events where transportation is provided, CCA may require the permission and medical release for students by parents or guardians and may maintain records in accordance with the approved records retention schedule. For school sponsored events, such as field trips, priority of transportation to be used should be in the following order: CPS contracted buses, Alternate transportation, School employee's private vehicles, Parent's private vehicles. All modes of transportation will be made known to and require consent from the parent/guardian before transporting a student by these means can take place. Students shall be required to follow all safety regulations required of passengers riding on school vehicles. Students or children under the age of 18 who are not enrolled at School will not be permitted to ride in vehicles provided by School.

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Food Service

CCA plans to provide healthy USDA approved breakfasts and lunches under the National School Lunch Program (NSLP). In addition, meal requirements, procedures and accountability will comply with the United States Department of Agriculture rules and dietary guidelines. CCA anticipates 60% of our students will be eligible for free and reduced cost lunches. According to a Centers for Disease Control study, “skipping breakfast is associated with decreased cognitive performance (e.g., alertness, attention, memory, processing of complex visual display, problem solving) among students.” CCA will adhere to the Illinois State Board of Education criteria for free and reduced lunch.

CCA proposes to contract for food service with one of many approved companies such as Sodexo; a Chicago-based foodservice management company dedicated to providing high quality, nutritious, and cost efficient meal programs. The chosen vendor’s school lunches will meet the National School Lunch standards for daily values of protein, vegetables, fruit, dairy and grain. CCA is planning for a kitchen-prep site that will meet all requirements necessary to prepare the food.

Breakfast will be served in the classroom and as part of the morning routine. Lunch will be served at scheduled times and by grade level, space dependent. CCA’s future facility will support a sanitary dining hall that communicates health and wellness. If CCA is unable to find such a space, lunch will be served in the classrooms. CCA sees every moment of the day as an educational opportunity and is committed to using breakfast and lunch to teach students how to be mindful of food waste, respect for food, knowledge of where it comes from, cleanliness and responsibility, and gratitude for the people who produce it. “Lunch shaming” will have no place in our school, and we will set a culture and expectation with our faculty, students, and families around this. CCA will teach healthy eating for a lifetime so that students will be conscious of what goes in their body and how it affects their overall well-being.

Building Operations

CCA will maintain safe and adequate grounds for the educational and recreational programs of its students. The Facilities Manager will be responsible for daily maintenance, upkeep and oversee the contracted cleaning provider. The Board will rely on the Facilities Manager to communicate facility needs and will use its discretion to maintain the building(s) and equipment through a continuous program of assessment, repair, reconditioning, and remodeling. The Board will collaborate with the Facility Manager and the Principal or other authorized school leader to develop and implement capital improvement projects that ensure proper maintenance of the school in accordance with the approved budget.

Purchasing processes

The business manager will oversee the purchasing process for CCA, answering ultimately to the Principal. Each faculty member will have an allotted amount to spend on relevant program related materials. In order to purchase they must first seek approval from their direct superior. The Board will decide what the various approval levels will be for administrative staff. The purchasing process will have tight controls and be assessed regularly to ensure a healthy checks and balance along with efficiency of obtaining needed supplies and materials. Faculty may seek reimbursement for approved expenses. This reimbursement process is handled by the business manager. The board will create tight controls around any school debit cards and the Finance Committee will review the card statements monthly.

Student records

Student records will be managed and retained based on the type: permanent, temporary and temporary special education (details in Section 3.3.6) The School Counselor will be responsible for the maintenance, care, security and proper disposal of student records and the necessary storage of kept records. Appropriate and legal measures will be taken in protecting the records and all disbursement of records will follow FERPA.

School safety

CCA is committed to the safety and health of all students and employees and recognizes the need to comply with regulations governing injury and accident prevention. Maintaining a safe work environment, however, requires the continuous cooperation of all. CCA’s Facility Manager and the Principal will be responsible for safety oversight. CCA will maintain standard safety and health practices consistent with the needs of our school. A safety plan will be

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finalized by the Board and Principal, with the counsel from local law enforcement. It will be adopted prior to school opening and communicated to all faculty and staff. In orientation, the safety plan will be communicated to the parents, families and students. The leadership of the school will emphasize the importance of reporting any suspected unsafe condition and all injuries that occur on school grounds. Prior to opening, CCA will ensure the facilities are in compliance with applicable laws, regulations, and policies. Safety and security requirements will be further analyzed when more specific plans for the facility's location are solidified.

Access control is critical to school safety and security. The school will have a single access point, sign in and badge system for all visitors, vendors and contractors. In addition to normal fire prevention, suppression and notification systems the school will ensure appropriate communication equipment between all rooms and staff is available and tested regularly. First aid kits will be supplied and maintained in each room. More on school safety is in Section 3.3

Emergency Plan

CCA will create an Emergency plan that is tailored to our specific circumstances and schedule regular drills and in-service training for faculty and staff. It will serve to identify and predetermine responses to incidents by outlining the responsibilities and duties of the school and its employees. Developing, maintaining, and exercising the plan will empower employees in an incident to act quickly and knowledgeably. In addition, the plan will educate staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. The plan will provide parents and other members of the community with assurances that CCA is a safe place for students to learn and spend time.

The school will register with the city to be notified by local emergency response teams in the event of emergency situations or critical community alerts. Additionally, the Office Manager will be tasked with periodic checks of the Chicago Sexual Predator and Offender list and monitor the Amber Alert system.

CCA will work with other schools that have premier emergency plans, Cook County and our local law enforcement office in addressing every imaginable emergency situation and designing a response to it such that it functions as a rapid implementation and easy to use checklist. The guidelines and procedures for dealing with potential incidents will be defined in the Emergency plan. The basic plan outlines an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents.

The finalized Emergency plan will include the names of specific persons (both primary and alternate) responsible for performing each predetermined task and will be published as soon as the staff is "on board" and trained prior to school opening.

Roles & responsibilities

CCA's roles and responsibilities are broken into four departments: Academics, Student Services, School Culture & Discipline, and Operations. The academic department is comprised of all staff that directly educates the students, including, teachers, teacher aides, and the Student Services Team as it serves students with special academic, emotional and social needs, including gifted students. The Assistant Principal (starting YR3) leads the culture & discipline department that consists of two School Counselors who oversee school discipline and family engagement. Operations is overseen by the Business Manager and comprised of the Office Manager and Facilities Manager. The Operations team will prioritize operational matters and be responsible for decision making in these matters. The Business Manager, will consult with neighboring schools, our sister schools and local law enforcement to develop an operations plan with personnel policy. This plan will be reviewed by the Principal and then the Board before enacted. In the plan the Business Manager will define all necessary roles and responsibilities, including policies on harassment, at-will employment, punctuality and attendance, conflict of interest, drug-free workplace, request off/vacation, technology and equal employment opportunities policies. (See Appendix 3.1.1 for example Operations plan with personnel policy).

3.1.2: Start-up Plan

Describe the activities that the design team will undertake in the planning year(s). Explain who will work on a full-time or part-time basis between approval and school opening and how the school/network will compensate these individuals during this period.

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In an attachment, provide a timeline for completing the array of activities required to successfully open a new school, including:

- *Defined tasks with identified owners, start dates, and deadlines;*
- *The hiring process and schedule;*
- *The creation of non-academic documents and policies; and*
- *Procuring supplemental services such as food service, insurance, technology support, etc.*

Please see the Resource Guide for a sample start-up timeline.

Appendix 3.1

In Appendix 3.1, applicants must provide a start-up plan.

Upon charter approval, CCA will immediately hire the Principal and the Business Manager to execute on the start-up plan. They will begin receiving a salary, as reflected in our budget, starting in January of 2018. The Board will continue to be a hands-on, working board that both governs and assists with operations since minimal staff is in place.

The remainder of the staff will be hired in June of 2018. The start-up duties of all staff members are clearly indicated in the start-up plan as well as when each task must be initiated and completed.

CCA will continue to involve and consult outside experts and consultants to ensure the planning year progresses at the required pace.

Please see Appendix 3.1 for the start-up plan

Section 3.2: Student Recruitment and Enrollment

The plans for student recruitment and enrollment will provide all students an equal chance at admission and ensure that the school serves a diverse student population.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *Realistic student enrollment targets that align with other relevant parts of the proposal, including the five-year budget, staffing plans, facility plans, etc.*
- *A detailed student recruitment plan that is realistic, aligned with the school mission, and likely to position the school to meet its enrollment targets in each year of five-year contract*
- *Strategies to recruit and retain the targeted student population, as well as students with disabilities, students with Individualized Education Plans (IEPs), students who are English Learners (EL), and students in at-risk situations, including (but not limited to) students who are homeless*
- *Clear application, enrollment, and registration policies and forms that ensure the school is accessible to all students and families and is in compliance with the Illinois Charter Schools Law*
- *A plan to administer the lottery in a way that provides each student an equal chance at admission and does not create a barrier to application, enrollment, or registration*
- *Clear policies to maintain a waitlist and overseeing student withdrawal, re-enrollment, and transfers*

3.2.1: Student Enrollment

Complete this enrollment projection chart for the first five years of the proposed charter school and the year it reaches full capacity, citing the enrollment capacity for each grade. Discuss attrition assumptions, grade configurations, and other considerations as needed for the chart.

Our enrollment strategy is driven by the academic mission of the school. The human connection needed for discourse, communal activities, and intellectual growth is a vital force driving the classical model. Student enrollment numbers and classroom size were designed to support our mission. Small grade sizes will allow for a full integrated K-12 educational institution and are integral to creating a strong, intimate, and cohesive educational experience. Our model is based on grade sizes of 50-56 students and class sizes of 25-28 students. We are optimistic about filling all

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available spots and will be securing a full facility YR1 to ensure classroom availability. However IFF, a lender, real estate consultant, and developer, whom we engaged for a facility feasibility analysis, strongly recommended we stay conservative around our enrollment projections. They advised that we lower our enrollment projections for G2-5... Thus, we developed our budget with a conservative enrollment scenario of 28 students in G2-5 for YR1. We do believe we will surpass these, even in our first year. Our 17 geographically-diverse sister schools have an average waiting list of 394 students; we know our model is in demand. The table below describes our conservative enrollment and ongoing recruitment need. We will grow the initial 28-student cohort for G2-5 until we reach full capacity. We assume a conservative attrition rate of no more than 10% and the table indicates both the number of returning students (RR) and transfer students (TF) for each grade-level. We ramp up the number of transfer students in YR2-3. We believe this projection is sound given the wait lists experienced by our sister schools. In the event that we do not reach our target enrollment of 36 students for YR2, we will cap K-6 class-sizes at 32 (we will stay in compliance with any IEP ratio requirements). In classes with more than 28 students, we will hire a dedicated teacher aide for that classroom.

We are optimistic that our reputation and school performance will begin to draw in students on their own, but understand that recruitment will be an ongoing requirement. We are also excited to soon mirror our sister schools and have a lengthy waiting list that will keep our enrollment pipeline full.

Assumptions reflected in the breakdowns below:

- CCA assumes students in 2nd and above will be less likely to transfer from their existing school
- We anticipate less than 10% attrition, ideally no more than 5%
- We will welcome transfer students for every grade each year, until we reach full capacity

	K New	G1 RR/TF	G2 RR/TF	G3 RR/TF	G4 RR/TF	G5 RR/TF	G6 RR/TF	G7 RR/TF	G8 RR/TF	Total RR/TF	Total TF minus K New
2018-19	56	0/56	0/28	0/28	0/28	0/28	--	--	--	0/224	--
Total	56	56	28	28	28	28	--	--	--	224	
2019-20	56	51/5	51/5	25/11	25/11	25/11	25/11	--	--	202/110	54
Total	56	56	56	36	36	36	36	--	--	312	
2020-21	56	51/5	51/5	51/5	33/12	33/12	33/12	33/12	--	285/119	63
Total	56	56	56	56	45	45	45	45	--	404	
2021-22	56	51/5	51/5	51/5	51/5	41/15	41/15	41/15	41/15	368/136	80
Total	56	56	56	56	56	56	56	56	56	504	
2022-23	56	51/5	51/5	51/5	51/5	51/5	51/5	51/5	51/5	408/96	40
Total	56	56	56	56	56	56	56	56	56	504	
At Capacity	56	51/5	51/5	51/5	51/5	51/5	51/5	51/5	51/5	408/96	40
Total	56	56	56	56	56	56	56	56	56	504	

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3.2.2: Student Recruitment

- Describe the strategy to recruit the targeted student population. Who will be responsible for student recruitment in the start-up and ongoing years?
- Explain how the school will attract and retain all students, including those with disabilities, students with Individualized Education Plans (IEPs), English Learners (EL), and students in temporary living situations (STLS).
- Describe the process, timeline, and requirements for parents and students to apply to the proposed school. Note that application forms should only request contact information and age/grade level, and should not request social security numbers.
- Develop and describe a lottery policy consistent with the Illinois Charter School Law. Explain how the proposed school will conduct its lottery if over-subscribed. Explain policies and procedures for waiting lists, withdrawals, re-enrollment, and transfers.
- Describe the process for enrolling and registering students. Note: post-lottery forms may request information on special education status, English language proficiency, academic aptitude, and proof of immunization.

Appendix 3.2

In Appendix 3.2, applicants must provide copies of application, registration, and enrollment forms.

CCA is very excited about student recruitment! It will be an effective continuation of our robust community engagement plan, which is in Appendix 1.1. In the startup year (post-approval) the recruitment strategy/calendar is shown on the next page.

Parents will be able to officially submit an Application form immediately after CCA charter agreement is executed. Prior to that they are able to submit and intent to enroll form both online and in print. Upon approval (anticipated date is January 2018) through April 4th, 2018 (lottery day, if necessary), families will submit their application either digitally or a hard copy via mail, fax or in-person. The application form will request contact information and age/grade level - it will not request a social security number. The online form and paper copy request identical information. The paper version can be returned in person (during recruitment efforts above), by fax, scanned and emailed, mailed to or delivered in person to our permanent location. (See sample Application form in Appendix 3.2). The application deadline will be March 8th, 2018. The form must be complete and submitted on time to be eligible for the lottery. A thorough explanation of lottery process and FAQ's will be provided to the parents during the application process.

The Fact Sheet will include (but not limited to) answers to the following questions

- How do I obtain an application?
- What application must be filled out?
- Will my child receive sibling preference?
- How will I know if my application was received?
- What is the deadline to receive the applications, when will the lottery take place, and do I need to be present?
- How will I be notified of the lottery results?
- How does the waitlist work?
- If one child is admitted off the waitlist, will their sibling be admitted?
- Where is my child on the waitlist?
- Does the waitlist carry over to the next school year or do I need to reapply?

Lottery process

CCA will follow federal law if a lottery is necessary. A lottery will be held if there are more eligible applicants for enrollment than there are spaces available. In year 2 priority shall be given to siblings of students enrolled in CCA and to students who were enrolled in CCA the previous school year. If requested by the aldermen and approved by Chicago Public Schools (CPS), priority will be given to students residing within the charter school's attendance boundary. CCA's lottery will be administered and videotaped by CCA.

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Post- Approval Strategy	Q1 2018	Q2 2018	Q3 2018
Enrollment timeline	Collect application forms & continue with community engagement	Lottery: 04/04/2018 Notification & registration of new and returning students If under enrolled, continue enrollment activities, from neighborhoods in order of least represented using most effective methods	Finalize enrollment
Intent to Enroll Forms: reach out to all Intent to Enroll families and mail/email them the paper/digital application form	ALL Parents/ Families contacted; Remind them to apply, if haven't		
Digital advertising: using geo-targeted advertising to direct online interest to submit an application for CCA (budget dependent)	Every month: WK1 - SL WK2 - BZ/CT WK3 - MP/P WK4- BP/SL	Continue as needed based on enrollment	
Door to Door Canvassing: This would be done after 5pm and on weekends.	Every month: WK1 - SL WK2 - BZ/CT WK3 - MP/P WK4- BP/SL <i>Goal: 100 doors/wk</i>	Continue as needed based on enrollment	
Announce at Churches: arranging with local churches to announce on church on Sunday. We will look for people at the church to announce for us and be our liaison. We will have 6 volunteers to hit 3 churches/week	3 per Sunday, 12/month, return once visited them all (church list in Community Outreach plan)		
Park Districts (such as, Chicago Women's, Fosco, Sheridan, McKinley, Ping Tom Memorial, Ellis, McGuane): visiting local park districts around the times when programs are taking place to be able to inform and welcome future students. This will happen Monday through Sunday, based on program schedule	Every month: WK1 - SL WK2 - BZ/CT WK3 - MP/P WK4- BP/SL <i>Goal: visit each park during 5 different programs</i>	Continue as needed based on enrollment	

Key: South Loop (SL), Bronzeville (BZ), Chinatown (CT), McKinley Park (MP), Bridgeport (BP), Pilsen (P)

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Post- Approval Strategy	Q1 2018	Q2 2018	Q3 2018
Community events: attending community arranged events, with permission from the organizer, we will set-up a table, if appropriate, to inform and welcome future students.	Event schedule dependent - goal 1 per month/neighborhood		
Daycares: after reaching out to daycare managers and receiving permission and direction we will inform and invite to apply in person, in newsletters, via email, via daycares' social media. (list in Community Outreach plan)	Every month: WK1 - SL WK2 - BZ/CT WK3 - MP/P WK4- BP/SL <i>Goal: visit all daycares</i>	Continue as needed based on enrollment	
Traditional advertising: budget dependent, we will buy advertising space on billboards within the recruitment and location boundaries.	Budget breakdown: 40% SL, 10% each BZ, CT, MP, P, BP, 10% all Chicago		
Shelters and support centers (such as, New Moms, Pacific Garden Mission, Catholic Charities Housing Services, A Safe Haven): after reaching out to center managers and receiving permission and direction we will inform and invite to apply in person, in newsletters, fliers, via email, via center's social media or however they communicate with their guests.	1 center per week, return once visited them all.		
Easter Seals: 1939 W. 13th Street is close to our location area, thus we will welcome the families they serve.	Jan: Host info session at their location and invite to apply Feb: Host info session at their location and invite to apply or remind Mar: Revisit and ask faculty to remind families to apply.	Continue as needed based on enrollment	

Key: South Loop (SL), Bronzeville (BZ), Chinatown (CT), McKinley Park (MP), Bridgeport (BP), Pilsen (P)

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A CPS representative will be present or view the lottery in real time (Skype/facetime). CCA will maintain a videotaped record of the lottery, including a time/date stamp. CCA will transmit copies of the videotape and all records relating to the lottery to CPS on or before September 1 of each year. CCA will administer the lottery in a way that provides each student an equal chance at admission. CCA will adhere to CPS' administration of the lottery if they deem CCA unable to administer fairly. After the lottery, each student randomly selected for admission to CCA will be notified and celebrated!! CCA will not have an admissions process, other than submitting an application.

Procedures for waiting lists, withdrawals, re-enrollment, and transfers

CCA will continue to draw names after enrollment is hit to create and order a waitlist. This waitlist will be submitted to CPS and an updated waitlist will be submitted on a quarterly basis. If an application is received after the lottery is held, they will be added to the waitlist. If a family/student that was randomly selected withdraws its opportunity to enroll, the next on the waitlist will be called until the seat is filled. The withdrawn applicant is still able to apply at a later time, they will be added to the waitlist. If a student withdraws from CCA and wishes to re-enroll, they will be placed on the waiting list, or re-enrolled, if there is no waiting list. If a student desires to transfer into CCA will require an enrollment form and a transcript from their former school. At this time, there is no cut-off for accepting transfers, however, the principal and the board will make the decision and it could change from year to year. CCA is dedicated to providing a classical, liberal arts education to any student that wants it. Thus, we intend to make enrollment always available.

Process for enrolling and registering students

If a student applies and is awarded a seat at CCA, the student and their parent/guardian will be sent a complete enrollment packet that includes the Registration Form, all required medical forms, Transportation survey, Home Language survey, Race and Ethnicity Survey, a checklist or required documentation, Emergency Contact Form, Authorization of Transfer/Release of Student Records form. The enrollment packet will be finalized during YR0. Once the required enrollment forms are submitted (all forms will be available on our website as well), the student will be registered with CCA. CCA will request appropriate transfer of cumulative student records and properly register every student with CPS.

Students and families will be invited to attend an orientation session (first Friday of school). Attendance is required. Copies of application, registration, and enrollment forms are in Appendix 3.2

Section 3.3: Operational Compliance

The proposal presents realistic plans to comply with legal requirements.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *The transportation plan specifies how the school will identify the transportation needs of its student body, what supports and services the school will dedicate to meet student transportation needs, and which staff member(s) will be responsible for overseeing transportation services and supports. If transportation services and supports require funding, costs are included in the five-year budget.*
- *The Americans with Disabilities Act (ADA) compliance plan clearly articulates how the proposed school will ensure compliance with requirements under the ADA.*
- *The proposal outlines the technology, equipment, processes, and/or personnel it will use to ensure the ongoing safety and security of students and staff.*
- *The application specifies the types of insurance the school will secure and at what levels of coverage.*

3.3.1: Transportation

Briefly describe how the school will meet the transportation needs of all of its students, including low-income and at-risk students, students with disabilities, and students who are in temporary living situations. Specify which staff members will be responsible for overseeing transportation services and supports. Include transportation costs in the five-year budget.

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CCA will be located in the greater South Loop. Ease of accessibility is one of the driving forces behind the decision to locate in this area, public transportation access was a key consideration when selecting our target neighborhood to ensure that we can implement a diverse model. CCA has already begun assessing transportation needs – we launched a parent survey in the beginning of 2017 that included questions about accessibility and need for transportation options for prospective families. CCA will give families a formal transportation survey as part of our registration process. The survey will provide us with detail on families facing special circumstances, including financial distress and homelessness. CCA will arrange transportation through CPS when necessary/available as IEPs prescribe. The School Counselors are responsible for ensuring that all student transportation needs are met.

Families will be given information on the Parent/Guardian State Pupil Transportation Reimbursement Program during orientation; information will also be included in the Family Handbook. This program is currently unfunded, but CCA will continue to monitor and update families when new information becomes available.

Students with Disabilities/IEPs: It is a priority for CCA to serve students with disabilities and remove barriers to school access to every extent possible. CCA will provide transportation for children with disabilities for whom transportation is provided pursuant to an Individualized Education Program (IEP) or 504 Plan.

Homeless Students: CCA will make every effort to ensure that students who are homeless or become homeless are able to continue their education. The Student Service Team will customize transportation methods for each family depending on their unique situation; the student counselor will keep an open line of communication with the student's teacher and regularly contact the family to ensure adequate service is being provided. CCA will offer CTA cards for students and parents when applicable.

3.3.2: ADA Compliance

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

CCA is committed to providing students and employees with disabilities with equal opportunities "to obtain the same result, to gain the same benefit, or to reach the same level of achievement"⁴¹ as students and employees without disabilities. To achieve this, CCA will ensure that the school is:

- providing reasonable accommodations to employees and applicants with disabilities,
- providing auxiliary aids and services necessary for effective communication and program access, and
- providing reasonable modifications of policies, practices and procedures.

CCA will develop all necessary policies and procedures to ensure that we are fully ADA compliant. CCA will provide reasonable accommodations to permit qualified applicants with a disability to participate in the application process and perform all essential job functions if/when they are hired.

CCA will ensure that the facility is ADA compliant. We will continue to work with IFF, a non-profit real-estate advisor and developer, to ensure all building requirements are met. We will work closely with the Mayor's Office for People with Disabilities to ensure the school's plans and building are in full compliance with the law.

Students with disabilities will have access to all academic and extracurricular programs, including field trips, community service projects and PE classes. The School Counselor will discuss any necessary adjustments or modifications with the student's teacher to ensure access to the full range of programs available through CCA. CCA will meet the needs of all students, including students who have an IEP that calls for modifications or accommodations.

Students with disabilities may access the full range of program opportunities and curricula available to students without disabilities. These include field trip opportunities, service trips, PE and health classes, and electives. The General Education teacher and Social Worker meet weekly to ensure effective individualized instruction for students

⁴¹ Section 504 Regulations (34 C.F.R Part 104)

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with disabilities. Students facing modifications and accommodations within the general education setting will have their needs met, as outlined in the IEP, and be taught similar content across all subject areas.

ADA Compliance Overview:	Staff members
Employment practices	P/BM
Policies and procedures	P/BM
Building accessibility	BM/FM

3.3.3: Safety Plan

Provide a school plan to protect the safety of students, the facility, and the property. Describe any safety policies and plans to employ security personnel, technology, or equipment.

Chicago Classical Academy Charter School (CCA), is committed to creating an environment that allows kids to be kids, to feel safe and at peace. CCA believes that learning takes place best in a structured and secure environment. To that end CCA will adopt the follow health, safety and welfare commitments. We have sent this write-up to Sergeant Anthony Dombrowski of the first district to review, of which he noted that we have “a good start” that will be ready to be expanded upon when we secure staffing and a facility. We have agreed to work closely with this district in finalizing a thorough safety plan for CCA and its students.

CCA will abide by state and federal laws in all areas of school safety and security. CCA’s Board will create a plan that meets all state and federal requirements around: Legislation; Preparedness and Planning; Cyber Bullying; Campus Security Task Force; Violence Prevention Resources; Identifying Safety Hazards, Threats, Vulnerabilities and Risks; Creating an MOU with Law Enforcement. For school security to prevent and respond to any event that risks the student(s) and school’s safety CCA’s Board will use the Homeland Security: K-12 School Security Practices Guide (Appendix 3.3) to prepare a plan to respond. CCA will go to every measure to ensure “YES” is achieved on line item of the Homeland Security K-12 Security Checklist (Appendix 3.3).

To have keen knowledge of what is going on at all times in and around the building CCA will look to provide surveillance at all times through a security expert such as Securitas. CCA’s Facility manager will serve as constant security. Any non-faculty/non-authorized person will not be permitted in the building unless permitted through a secure access control system. Guests and parents will be required to sign in and out. Doors will open to the school no more than 1 hour before the school day begins. The door will be opened and guarded by the Facility manager. Families will drop their students off without entering the building, unless permitted. Students will be greeted each day by the Facilities manager, or designated employee in their stead and the Principal or designated employee in their stead.

Further security and safety plans will be well-defined and stated once the facility is secured. The board and the principal, along with the counsel of neighboring schools and local law enforcement will be sought in the preparation and completion of the plan. In general, CCA will ensure daily safety in the following ways (an example safety plan is in Appendix 3.3):

- Take necessary precautions related to procedures, protections and prevention of illness and communicable diseases.
- Students attending the school must meet the immunization requirements as prescribed by Chicago Public Schools, federal and state law.
- An employee designated by the principal or other authorized school leader may provide assistance with medication (this includes prescription or over-the-counter medication), unless required to be administered by a registered nurse.
- Train staff on their duties in accordance with Abused and Neglected Child Reporting Act (ANCRA) (325 ILCS 5/4) as educators in Illinois have the duty to report suspected child abuse and neglect to the appropriate authorities (Appendix 3.3).

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- Work with local law enforcement to develop and implement an emergency management preparedness program which address man-made and natural disasters, including weather related school closings (CCA will abide by school closures for Chicago Public Schools).
- Respect personal privacy of staff and students, but searches may be used to ensure the safety of ALL individuals at the school.
- To maintain a serious academic environment, CCA will be uninterrupted by solicitations without approval of the principal or his designee.
- CCA will take all reasonable steps to provide a safe environment for students and staff. To that end, any threat by any individual directed toward self or another which if carried out would pose a potential danger to the life and safety of students and/or staff will be regarded and treated seriously. In no circumstance are weapons allowed on school property, i.e. the School Safety Zone (area in or within 1,000 feet of any real property owned by or leased to the school).

3.3.4: Insurance Plan

Provide an attachment that lists the types of insurance coverage the school will secure and describes the levels of coverage. Include workers' compensation, liability, property, indemnity, and any other anticipated insurance.

See Appendix 3.3.4

3.3.5: Asset Inventory Plan

Describe the process that the school will implement to ensure proper documentation, monitoring, and disposal of all assets purchased for the school, including the process to document and maintain records of assets purchased with public funds.

The Business manager will develop the finalized asset inventory plan (as indicated in the start-up plan). Tools that will be considered include asset tracking software such as WiseTrack, School Asset Manager, or AssetCloud, inventory solutions bundled with accounting software such as provided by Quickbooks, manual spreadsheets, or a combination of these tools.

The Asset inventory plan will ensure that CCA accounts for all fixed and consumable assets, will have robust inventory control measures, allow the school to track and manage everything from desks and chairs to the culinary items used in the school cafeteria, and will provide our auditors and authorizer with detailed information as to exactly what inventory we have, and where those assets are. The plan will include all associated costs with each asset including purchase costs, maintenance and depreciation.

3.3.6: Student Records

Briefly describe the processes that the school will implement to ensure that it will properly maintain its students' permanent and temporary records, including how the school will ensure that it will properly transfer such records as needed.

CCA will follow the CPS Board procedure on student record maintenance, retention and transfer.

Types of student records:

- **Permanent student records (both paper and electronic):** student transcript and health record
- **Temporary student records:** any document or data record, whether in paper or electronic form, directly related to a particular student and of clear relevance to the education of the student, that do not otherwise qualify as a Permanent Student Record. This include, but is not limited to, a student's cumulative folder, enrollment records, elementary school state assessment scores, special education records (as defined below), bilingual education records, program participation records, records of serious disciplinary infractions, DCFS reports, reports of a serious student injury and other information and correspondence of clear relevance to the education of the student, including electronic correspondence

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- **Temporary special education records:** any document or data record, whether in paper or electronic form related to the identification, evaluation or placement of a student for special education services or 504 Plan or to the implementation of a student's Individualized Education Program (IEP) or 504 Plan and include, but are not limited to, the IEP and the 504 Plan in all their parts, eligibility determination and screening forms, consent forms, waiver forms, evaluations and assessments, parent notices, referrals, planning and meeting records including assessment assignments, progress notes, manifestation determination review, behavior plans, health related information (e.g. medication logs), transition plans and service plans for private school students.

Retention period:

Record category	Minimum record retention period	Destruction authorized when
Permanent record	60 years	Student age – 83
Temporary record	5 years	Student age - 21
Temporary special education record	5 years	Student age – 28

*Computed by taking the highest student age (15 for elementary student, 22 for high school student) + 5 years for temporary records or 60 years for permanent records + one additional year as the Local Records Commission recognizes completed years only.† Special education record retention period is based on high school highest student age.

Record maintenance:

In accordance with FERPA and CPS rules in regards to location, confidentiality and disclosure of student records (based on type of record), the School Counselor:

- be responsible for the maintenance, care, security and proper disposal of student records;
- be responsible for the maintenance, care, security and proper disposal of student records;
- separate Permanent Student Records from Temporary Student Records for storage and maintenance purposes.
- ensure appropriate measures are taken to protect the confidentiality of all student records and to further maintain heightened security for any student records containing highly confidential information such as social security numbers, medical or clinical information.
- send school records (originals or copies) to the appropriate school once a student's transfer has been verified
- maintain a permanent record log which records each student records transfer and also records the release of student record information to a third-party
- generate record copies of student transcripts for students who graduate, withdraw or transfer to another school or otherwise cease to be enrolled (at the end of the school year)
- develop long-term storage plan

Record disposal

Records will be disposed of only after the appropriate retention period and care will be taken to protect student privacy and not expose any personal information. Copies of records may be disposed of any time, but again, student privacy will be protected.

Section 3.4: Governance

3.4.1: Governance Start-up

Identify (at minimum) the Board Chair, Vice Chair, and Treasurer. Summarize the experience and diversity of the governing board, and explain why the members of the governing board are qualified to serve on a public charter

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school board, highlighting any educational, financial, legal, fundraising, governance, or other special experience or skill sets for unique school models. Note whether any board members have close ties to the proposed community.

Describe recruiting plans to build a diverse and qualified board, including the timeline and procedures for selecting new board members, and how you will ensure the board's ability to provide proper oversight and governance throughout its growth from year 1 through year 5, including a description of board training.

The board will have the capacity and supports to provide strong academic, financial, and operational oversight of the school.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *Qualified board members (with at least the Board Chair and most officer positions identified) who have the wide range of relevant knowledge, skills, and commitment needed to oversee a successful charter school, including but not limited to:*
 - *Educational, financial, legal, fundraising, prior governance experience, community experience (at least one board member has strong ties to the community), and special skill sets for unique school models (e.g. blended learning models)*
- *Complete Board Member Forms and Economic Interest Forms from all proposed board members*
- *Proposed board members who display a robust understanding of their roles and responsibilities in providing academic, financial, operational, and legal oversight of the proposed charter school*
- *Viable plans and clear procedures to recruit and select diverse Board members, both to fill any remaining gaps in skills prior to school opening and continually once in operation*
- *A thorough plan to build the capacity of the board by providing orientations and trainings for the inaugural board leading up to school opening, all new members, and continually for the established board once in operation*
- *A clear action plan for establishing the “working” Board in the incubation year*

Founding Board

The Chicago Classical Academy Charter School (CCA) currently has four board members. They are Alice Epstein, Heidi Schroeder, Bruno Behrend and James Gurnee. Their resumes are in Appendix 3.4. The Board Chair/President is Heidi Schroeder. The Vice Chair is Bruno Behrend. The Secretary is Alice Epstein. The Treasurer is James Gurnee. Our Bylaws also allow for the offices of Vice President, Assistant Treasurers and Assistant Secretaries. As of yet, those positions have not been created.

Alice Epstein

The driving force behind the school is Alice Epstein, who serves as Secretary on the Board. When she began researching education options for her children, she concluded that a classical model was an option that most met her family's needs. For her, it followed that any Chicago child could also benefit from a classical model.

She was introduced to three unique educational models from an early age through a dual-curriculum Jewish day school and a traditional Russian curriculum at home. All three approaches were infused with elements of a classical curriculum - traditional methods; focus on language, reading and phonics; emphasis on problem solving, memorization and repetition. However, it wasn't until Alice started looking for supplemental material for her oldest daughter that she was introduced to the classical model as a comprehensive educational philosophy. With three additional little ones to educate, her original intent to bring her own kids a rich education has expanded to building a school to serve the city.

Alice lives with her husband and four children on the Southside of Chicago. In addition to being a mother, Alice works for First Analysis in business development, communications and marketing. She received a BA in Political Science from the University of Chicago.

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Heidi Schroeder

Heidi Schroeder is Board Chair/President of CCA. She was schooled in private and public schools, as well as at home, which positioned her to attend Hillsdale College, where she received a B.S. in Mathematics and Theatre. Starting her career in international business development and social enterprise (including opening a Quanta Services, Inc. (NYSE: PWR) branch in Qatar and starting SOMO Generations, an education/job creation enterprise in Uganda), Heidi took a hard pivot into American education reform. She now applies her leadership and entrepreneurial skills to starting schools with high-academic and character components.

Her life and work overseas exposed her to extreme injustices; those past experiences and her current life in the East Garfield Park neighborhood, has motivated her to advocate for racial and socio-economic restoration. Ms. Schroeder has taught at Muchin College Prep Charter School (Noble) and Moving Everest Charter School in the Austin Neighborhood.

James Gurnee

James Gurnee is the Treasurer of CCA. James has a diverse educational background, grounded in a variety of academic models including the public-school system, the International Baccalaureate high school program, Oxford University, and Hillsdale College. This provided the foundation for his passion for the classical liberal arts education model. James took responsibility for building a budget to fuel the differentiated nature of Chicago Classical Academy's curriculum while maintaining financial strength and operational stability as core to the school's success. James earned a BA degree in Economics with distinction from Hillsdale College and now works in equity investment analysis at Northern Trust.

Bruno Behrend

Bruno Behrend is the Vice-chair at CCA. Behrend is licensed to practice law in Illinois, graduating from Kent College of Law in 1990. He is also an education policy researcher and Senior Fellow for a Chicago-based think tank. From 1999 to 2005, he was a consultant to not-for-profits, helping them implement fundraising software conversions. This included database software training and data reorganization. He also has experience in fundraising and development.

As a founding board member of an Illinois not-for-profit, American Transparency, an organization dedicated to putting all federal, state, and local government spending on-line, he is passionate about the health and prosperity of his home state. He sees CCA as contributing greatly to the betterment of Chicago and Illinois.

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

-Margaret Mead

Qualifications

This Board brings the zeal, passion and dedication that are a prerequisite for a successful school. It is rare to see such basic civic engagement on the part of the citizenry; projects of this nature, conceived and implemented by what Margaret Mead described as "a small group of thoughtful, committed citizens," are the ones that will rightly flourish.

Collectively, the Founding Board has the requisite educational background to effectively oversee the creation of this school and find highly qualified faculty and staff to handle the daily execution required to ensure the vision is realized. The Board's experience in various aspects of business, law, technology, education, education policy and business management provide the necessary assets for strategic planning and sound judgment that will result in a well-functioning school for Chicago families.

Founding Board and New Member Recruitment

The current board reflects a "startup" or "founding board" made up of individuals who came together to make CCA a reality. We are all dedicated to implementing the vision of a classical option for Chicago's families. To that end, it is our goal to recruit at least 3 new board members with close ties to our location and/or recruitment communities (South Loop, Bronzeville, Bridgeport, Chinatown, Pilsen and McKinley Park). The level of interest among community members is high, and well-qualified, dedicated citizens have asked us to contact them upon the approval of our charter. In addition to community ties, we are seeking people with a broad range of skills that will make them effective

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board members capable of successfully overseeing a school. The specific experience and skillsets we see as paramount to add to our board are in the areas of development, academics/curriculum, and community relations.

The transition from our "founding board" to the governing board, that oversees the school through the first five years, should be completed 3-4 months prior to opening in the fall of 2018. The existing board members are already working to recruit future board members through community outreach, referrals, and one-on-one meetings. We have already met with key community leaders, and sought recommendations from supporters and benefactors for potential board members.

This onboarding process will become formalized by the creation of a Governance Committee, made up of current and new board members, along with volunteers designated to assist us. This committee's mandates are outlined in our *Board Policy Manual* (see Appendix 3.4.1). The Governance Committee will recruit new board members, as well as maintain a pipeline of willing and qualified citizens ready to fill any vacancies that arise in the future.

During the process of transitioning to a Governing Board, existing board members may voluntarily resign their posts to make way for new members, should that be necessary or advantageous. The existing Board is committed to making decisions that are best for the success of the school, and thus its students.

CCA knows that a diverse and qualified board requires more than simply checking boxes on background, experience and various professional skills. Any future Board member must possess a deep understanding of and dedication to the success of the school's mission. A willingness to work hard to bring about that success is also vital.

Board Training

Successful oversight of a school requires continuous training and enrichment for existing board members. This is especially vital in the first years of CCA. A growth mindset and commitment to excellence will be essential and cultivated quality of our board.

The skills and expertise we seek in board members include:

- An ability to govern versus micromanage
- A focus on the future in a way that is visionary yet practical
- A commitment to inclusive and fair process
- A respect for diversity among stakeholders and their varying opinions and values
- Integrity with their responsibility and the shared authority it imposes
- A respect for the authority of others
- An acceptance of a role that carries no individual authority
- An ability to participate assertively in group process
- An ability to accept and not undermine a group decision legitimately made
- The time available to participate fully in preparation and in actual board work
- The capacity for conceptual flexibility and addressing high-level issues in a disciplined process
- The ability to uphold group rules and to follow those rules with respect to relationships with staff and others
- A willingness to play a role in making judgments about the performance of the Principal, but only in relation to preexisting criteria

All board members (existing and new) will participate in a training provided free-of-charge by the Barney Charter School Initiative at Hillsdale College's campus. Heidi Schroeder and Bruno Behrend have already completed training, much of our proposed governance structure and culture is drawn from this training. The training was led by Dr. Brian L Carpenter, PhD, an expert on charter school Boards. The Barney Charter School Initiative has scheduled quarterly trainings to ensure that new members are always able to take part. Future trainings will be done by experts like Dr. Carpenter.

The three-day training provides a comprehensive overview of healthy board functionality, specifically in charter school oversight, including the proper role of the Board, the fiduciary obligation of board members to the school and the charter authorizer, and the potential pitfalls brought about by poor board member or board practices.

While there are numerous excellent "board training" providers for charter schools, the benefit of using this training goes beyond its comprehensive nature. It also provides our new board members background and perspective on the

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benefits of the classical curriculum model. When attending these training seminars, new board members will have the opportunity to meet new and veteran board members of other schools across the nation that are part of the Barney Charter School Initiative. Each attendee comes away with a strong understanding of their roles as board members and most effective board practices. They receive this information in the direct context of the experience of other sister schools, providing real-time and real-life testimonies and pitfalls.

The training includes (but is not limited to) the following key concepts:

- Every Board Member's First Fiduciary Duty
- Boards Exist to Govern, not Co-Manage
- Preserve the Single Point of Delegation
- If the Board Hasn't Voted, the Board Hasn't Spoken
- For Oversight to be Effective, It Must Include Policy
- For Oversight to be Effective, it must be Systematic
- Seven Fundamental rules of Parliamentary Procedure
- Board Development and Self Evaluation
- What gets Measured gets Managed
- Financial Management and Oversight of Financial Management are two Different Responsibilities
- You can't comply your way to excellence, but Compliance is Non-Negotiable with Charter Schools.

The training materials for all of the above points are included in Appendix 3.4.1, available upon request.

When the school opens in 2018, the Board will measure school progress against the specific school goals described in this document. Meeting these goals will ensure the school's success during the 5-year charter.

3.4.2: Governance Structure and Ongoing Oversight

- *Describe the size, structure, powers, and duties of the proposed governing board. Identify Board officer positions and clearly state the roles and responsibilities for each member. Describe any committees, school advisory bodies, or parent/teacher councils (if applicable) and their roles and responsibilities, and how your proposed structure will ensure that there will be active representation of key school stakeholders. Note that 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)).*
- *Outline the relationship and reporting authority among the school leadership, management organization (if applicable), and any school advisory bodies or parent/teacher councils (if applicable) to the governing board. Explain the rationale for the proposed structure.*
- *Outline formalized procedures for the Board to run effective, outcomes-focused meetings that consistently monitor the school's progress.*
- *Explain how the board will monitor academic, financial, operational, and organizational progress of the proposed school.*
- *Describe how the board will ensure that it provides effective oversight of itself. What would trigger a member's removal from the board and what process would guide removal?*
- *Describe the role of the board in evaluating the school leader(s) and holding them accountable for school performance.*

The clearly explained governance structure and clear plans and policies are likely to ensure meaningful and effective oversight of the school.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *An explanation for how the governing body's size, regular meeting schedule, explicit powers and duties, committee structure, process for expansion, terms, and succession plans (as outlined in the bylaws) will ensure that the school is equipped to meet its mission and goals*

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- *Defined roles, responsibilities, and lines of authority for each Governing Board officer position and committee, as well as differentiation of roles and responsibilities between the board, school administration, and MO (if applicable)*
- *A clear mechanism to ensure that parents, community members, and key stakeholders will be active in the governance of the school; a forum for parent, teacher, and community input; and strategies for communicating board priorities and decisions to all stakeholders*
- *(If applying as an existing non-profit organization) A plan to establish a new separate and distinct non-profit corporation to oversee the school. If the non-profit's existing board plans to govern the school, robust plans to ensure that the board will be transformed to provide proper oversight of a public charter school with clear guidelines to avoid co-mingling of funds between the school and the partner organization*
- *Formalized procedures for the Board to run effective, outcomes-focused meetings to monitor the school's academic, financial, operational, and organizational progress on a consistent basis, including by setting clear goals, metrics, and rubrics for evaluation prior to the school year*
- *Clearly defined systems and protocols for the board to consistently monitor academic, operational, and financial performance metrics, including a description of how the board will receive this information and from whom*
- *Policies, metrics, and goals that the Board will use to evaluate its own effectiveness on at least an annual basis*
- *Well-defined accountability policies for the board, including attendance and committee service requirements*
- *Clearly articulated triggers and a defined process to remove Board members if they are not meeting expectations.*

Size

While our current bylaws allow for up to 8 board members, our goal is to grow our Board from the current 4 members to 5 members by the summer of 2017 and 7 members by the end of 2017. The structure and powers of the Board are laid out in the bylaws in Appendix 3.4.

Powers

The Board, along with the committees outlined here, will operate to monitor the progress of CCA. The most important factor in facilitating proper oversight of the school is unfettered communication between the Board, its committees, and the Principal. The Principal will be the Board's single point of communication regarding any matters that relate to school operations, academic achievement or financial performance. This will empower the Principal to effectively manage the staff, the expectations of the parents, and the educational attainment of the children.

Duties

The proposed Board's purpose is to oversee and ensure the success of CCA. The original mission statement and bylaws were written for this purpose. We do not anticipate forming any new non-profits to govern the school. The Board will retain all the powers necessary to oversee the school's success. An abbreviated description of Board officer responsibilities is described below, with a highly-detailed description in the *Board Policy Manual* in Appendix 3.4.1. Committees that will be created by the Board are described as well.

Board Officers and Powers

The Board officer positions are described below. Every person's nomination to election for Board service is conditional upon a formal background check for both criminal convictions and child welfare violation convictions. No person may serve on the Board or any committee of the Board if he/she has a misdemeanor criminal conviction related to financial matters or violence, any criminal conviction related to financial matters or violence, any criminal conviction or a formal listing on the state or national registry for sex offenders or violence/abuse against children.

All Board and Board committee meetings will be held in conformity with Illinois Open Meeting Laws so all stakeholders have immediate access to the Board at any meeting. On at least one occasion per year, the Board will distribute surveys to faculty and parents to gauge satisfaction and responsible feedback about the school's educational and operational performance.

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Board Chair Responsibilities

The Board Chair is the senior volunteer leader who presides at all meetings of the Board of Directors and other meetings as required. The Chair is an ex-officio member of all Committees of the school. The Board Chair oversees implementation of school policies and ensures that appropriate governing systems are established and maintained. The Chair is elected by the Board of Directors at each Annual Meeting in August. The length of the term is one calendar year.

Board Vice Chair Responsibilities

The Vice Chair of the Board of Directors is to preside and serve in the Board Chair's absence. The Vice Chair oversee formal self-assessments of the Board's practices and approves the self-assessment report. He/she may intervene with the Chairman on the items to be included on the agenda of Board meetings. The Board Vice Chair will be elected at the Annual Meeting in August and serve for a term of one calendar year.

Board Secretary Responsibilities

The Board Secretary will be elected at the Annual Meeting in August and serve for a term of one calendar year. The Secretary will certify and keep at the school office the original or a copy of the Board bylaws as amended or otherwise altered to date. He/she will record the meetings minutes of the Board of Directors. He/she will maintain an up to date book of minutes of all meetings of the Board of Directors and of meetings of Committees. These records will be kept in a secure location. Description, content and resources for the minutes are in Appendix 3.4.2.

Board Treasurer Responsibilities

The Treasurer, jointly with the Board Chair, ensures that current records are maintained reflecting the financial condition of the school. Records to be monitored will include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets). The Treasurer is elected at the Annual Meeting in August and serves a term of one year.

Committees

To verify that the school fulfills its mission, with both educational and operational success, school monitoring will include the creation of committees that monitor performance standards, data from assessments, along with monitoring policies outlined in the Board Policy Manual. Their involvement and input will assist the Board in sufficiently evaluating the performance of the Principal based upon the accomplishment of stated goals and performance standards.

Each Committee will be chaired by an existing Board Member, with committee members drawn from other board members, CCA faculty, and interested school stakeholders. CCA will ensure that there will be active representation from a well-rounded group of stakeholders as the role of a Board is not to exercise power, but to enable and empower CCA and its students to prosper. Thus, insight from parents, teachers and community members will be seen as a value-add when recruiting and replacing committee members.

(See Board Policy Manual in Appendix 3.4.1 for greater detail)

Governance Committee

The Board Chair will appoint a Governance Committee and chair. The Principal will serve on the Governance Committee to provide administrative insight. All committee members should have some experience as board members, as well as connections in the community. A non-board member from the community or staff may be appointed, if desired. The Governance Committee will:

- Ensure that CCA board functions follow bylaws
- Ensure CCA Board's compliance with Illinois Open Meetings Act and Freedom of Information Act
- Review/revise CCA Board's recruitment and job description policies
- Identify and continuously add to a pool of prospective board members, utilizing the input of other board members
- Cultivate the interest of prospective board members

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- Screen and meet with candidates
- Recommend candidates to the full Board for a vote
- Inform, orient and involve new board members with schools mission and vision
- Nominate officers
- Plan and ensure Board training attendance

Academic Excellence Committee

The Academic Excellence Committee provides appropriate Board oversight of the academic program by ensuring that the school's educational program is consistent with the school's mission, is positively impacting student achievement, and meets academic goals. The committee will raise academic issues for Board discussion. The Academic Excellence Committee, chaired by a board member, will meet as often as necessary to conduct its work, but at least quarterly.

Finance Committee

The primary purpose of the Finance Committee is to ensure that:

- The organization has the financial resources to achieve its mission
- The funds entrusted to the organization by the public and by its private donors are properly handled
- The organization fulfills its financial commitments to employees and service providers
- The organization fulfills its compliance requirements as set by GAAP, ISBE, and CPS
- The organization safeguards against risks

The treasurer will likely be the chair of this committee.

Development Committee

The primary purpose of the Development Committee is to develop fundraising strategies and processes and to organize and lead the Board's role in supporting organization development efforts. The Development Committee will also oversee the Associate Board.

Associate Board

The Associate Board's role is to network and hold fundraisers. They will be a body of young professionals that believes in the mission of CCA and supports CCA through fundraising efforts.

Family Advisory Board

The Family Advisory Board is CCA's formalized mechanism to ensure families and the community are involved in the decisions affecting their children. The chair of the FAB will attend all Board of Director (BOD) meetings with a report for the Board. Family members that are not on the FAB will have contact information to submit thoughts and requests to the FAB; they are also able to attend FAB meetings. The FAB should meet prior to Board of Director (BOD) meetings with enough time to draft a report and submit to the BOD for review prior to the meeting. The FAB will oversee family engagement, community activities, guided by the commitment to improve the overall excellence of CCA. The FAB will also serve as the liaison between families, the BOD and CCA.

Reporting Structure

To ensure communication between the principal and the Board, each Board meeting will include a report with performance data by the Principal, offering insight on classroom practice, testing, and interpretation of data. This report should be provided to the Board at a mutually agreeable deadline to allow for data to be current, but also reviewed by the Board prior to the meeting. This structure is important to provide the Board with on-the-ground knowledge and constant accountability of school performance and leadership so that problems can be addressed as close to inception as possible.

Procedures for effective meetings

To ensure effective and productive meetings, the Board will create a systematic oversight calendar (see Board Calendar in Appendix 3.4). Because most of the work school boards do is recurring (budget review, staff contract review, auditors, elections, etc.), the Board will have an iterative document that prevents things from falling through

Domain 3: Organizational Plan

the cracks and enables the Board to create agendas that stay focused. This will help drive the agendas, yet allow for unpredictable matters to be dealt with, but not consume the meetings. Other key elements that will ensure the meetings stay on track are:

- Board meetings will follow Robert's Rules of Order Newly Revised (11th edition) (RONR)
- All office, director and committee member reports must be submitted at least 10 business days prior to meeting. These must be reviewed and not fully rehashed in the meeting (allowing for some report content to be discussed if needed)
- Keep the meeting at no more than 90 minutes
- Recognizing the 80/20 rule
- Write out complex motions in advance of the meeting and give them to the secretary
- Do not deviate from the agenda, and use RONR to bring back to agenda
- Follow a standard order of business
- Chair will be dedicated to matters that are within the Board's responsibility (not matters that should be decided by school leadership)
- Monitor and structure public comment time and process

See Appendix 3.4.2 for resources that will be used to ensure meeting effectiveness and record keeping (available upon request)

School monitoring

The Board will ensure effective school monitoring using a principle called *single point delegation* - the Board must delegate authority for operations to a single point: the Principal. This way, the Board knows at all times whom to hold accountable if the school is not achieving the outcomes or if parameters are being violated. Thus, the Board will review the decided outcomes, look at the current status of results, and discuss them with the Principal. It is then up to the Principal to decide how to achieve these outcomes. In this oversight and monitoring, the Board acts as one body/voice that only "speaks" through voting.

There will be a strong process that must be honored in communicating and exercising authority over school operations, essentially there will be one-line of communication that goes from the Board to the Principal and back. The Board will focus on monitoring how well a school is meeting its goals, but it will not take part in *how* to meet them. To allow the Board to monitor well and through *single point delegation*, the Principal, or designated staff, will prepare academic, financial, operational, and organizational reports for every Board meeting. Content of those reports will be decided on prior to school opening by the Board, with the assistance of the Principal to ensure meaningful content. The Board will monitor academic performance, oversee financial management, and compliance with all statutory, regulatory and contractual obligations of CCA's charter.

Self-Oversight

The primary way the Board will practice self-oversight is the ACTS ALWAYS AND ONLY AS A GROUP (AAOAAG) principle. This will prevent individual board members from holding any individual authority. A board has not spoken unless it has voted and once the Board has voted, the majority rules. If a board member violates this role or consistently disrupts meetings or is otherwise destructive and demoralizing to the mission of the Board, it may be appropriate to remove the member from the Board. The Board Chair will first approach the member individually and ask for the action to be rectified, if possible. If a member cannot meet his/her responsibilities, he/she may request a leave of absence from the Board. Term limits (two years on the Board, one year in office) are established to allow for natural and appropriate role changes to take place. If impeachment is necessary, this will be done as laid out in the bylaws, see Appendix 3.4

Board members will receive updates/requirements from Office of Charter Schools to deepen their understanding of all aspects of charter school law and regulations; and receive relevant legislative updates. The timing of these two issues will be determined by need. The Board will monitor and discuss the Board's process and performance at the end of the meeting. Finally, self-monitoring/self-evaluation will include regular comparison of Board activity and discipline to its own policies.

Domain 3: Organizational Plan

Evaluating the Principal and holding them accountable for school performance

Evaluating the Principal will be done against pre-existing, written criteria that will be decided on prior to each school year. The Board will establish policies that prescribe the outcomes that are to be achieved for school performance, as well as proscribe the limitations of the Principal's authority. This will allow the Board to evaluate the Principal's performance by assessing how well the outcomes were achieved. Three methods the Board will adopt to assess will be:

- **Self-reporting:** written reports by the Principal to the Board indicating whether or not goals have been met, with data or evidence to support
- **Direct inspection:** the Board or Board committees examine data or evidence to evaluate performance
- **Outside expert:** the Board appoints an independent third party, such as an auditor, to determine whether goals are being met

The Board will assess systematically throughout the year, avoiding assessing the Principal's entire performance in one evaluation, and allowing for ongoing feedback.

3.4.3: Board Legal, Compliance, and Ethics Policies

- *Specify where and how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Act and the Freedom of Information Act.*
- *Provide a draft Ethics Policy for the proposed school's board members, directors, officers, and employees.*
- *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.*

There are clear policies and procedures for the board to govern the school in an ethical manner

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *Plans for the board to operate in compliance with the Illinois Charter School Law, Open Meetings Act, and the Freedom of Information Act*
- *An Ethics Policy that holds the proposed school's Board members, directors, officers, and employees to high standards of ethical conduct. At a minimum, the Ethics Policy provides guidance on the following topics:*
 - *Nepotism*
 - *Financial interests in contracts*
 - *Gifts, loans, and favors*
 - *Secondary employment*
 - *Postemployment and post-membership restrictions*
 - *Political activities*
- *A Conflict of Interest policy that describes clear procedures to identify and address or mitigate any perceived or actual conflicts of interest among Board members, directors, officers, employees, agents, or family members. The formal Conflict of Interest Policy at a minimum:*
 - *Provides a clear definition of a private interest, direct or indirect, in quantifiable terms (if financial in nature) for Board members, directors, officers, employees, agents, or family members;*
 - *Establishes a clear policy and procedure to disclose conflicts of interest;*
 - *Specifies procedures to address or mitigate a conflict of interest; and*
 - *Provides a method to determine disciplinary or corrective actions if a conflict of interest fails to be disclosed for Board members, directors, officers, employees, agents, and others.*

Appendix 3.4

In Appendix 3.4, applicants must provide:

- *Each board member's Board Member Application Form and Board Member Economic Interest Form (both can be found at cps.edu/2017RFP);*
- *A board calendar;*
- *An Ethics Policy;*

Domain 3: Organizational Plan

- *A formal Conflict of Interest policy;*
 - *A copy of the Board bylaws;*
 - *Board member resumes (board member addresses and phone numbers need not be included);*
 - *Proof of (or proof of filing for) 501(c)(3) status and federal tax-exempt status (Note: applicants must have applied for 501(c)(3) status by the Application deadline); and*
 - *A Charter School Application Assurance Statement for each board member.*
-

The Board of the CCA will meet weekly prior to school opening via phone or in-person, eventually getting to a point where they are meeting monthly when school is in session and once over the summer break (see Board Calendar in Appendix 3.4). After the school opens, all meetings will be held at the school facility. Prior to opening, the meetings will be held in accessible public locations with private rooms, such as a library or restaurant with available separate spaces.

All stakeholders will receive proper meeting notices, containing the time and location of board meetings, as well as the agenda.

The Board will hold an annual meeting in August of each year, for the election of Officers and Directors and for the transaction of such business as may properly come before the meeting.

All meetings will comply with Illinois Open Meetings Act and Freedom of Information Act, and all board members will be receive training on both acts as part of their orientation and training as board members.

There are no known existing, actual or perceived conflicts of interests among the proposed Founding Board members. Should any kind of potential issue arise, we would follow the procedures outlined in our Conflict of Interest policy to resolve it as quickly as possible. (Appendix 3.4)

Domain 4: Financial Plan

Domain 4: Financial Plan assesses whether the proposal and budget present a sound fiscal plan and policies to ensure responsible management of public funds.

Section 4.1: School Budget

Complete the budget workbook. Instructions are provided on the first tab of the budget workbook. Include a budget narrative that summarizes the budget and explains how the budget reflects the mission and philosophy of the school. Detail key assumptions and revenue and cost estimates. Discuss contingencies for if revenues are lower or costs are higher than anticipated.

The operating budget for Chicago Classical Academy Charter School (CCA), summarized below, reflects our academic-driven mission. Our budget, built from the ground up, includes detailed assumptions for each line item. Conversations with budget managers and COOs of other Chicago area charter schools and BCSi (Barney Charter School Initiative) charter schools have informed our assumptions. We attempt to reflect a level of conservatism in all budget projections in order to ensure financial stability. Our selection of service providers and budget assumptions supports our mission of putting academics first.

	FY18	FY19	FY20	FY21	FY22	FY23
		K-5	K-6	K-7	K-8	K-8
Key Expense Summary Figures						
Total Revenue	\$150,000	\$2,640,662	\$3,446,634	\$3,923,056	\$4,833,117	\$4,822,457
Revenue Growth Y/Y %			31%	14%	23%	0%
Total Expense	\$172,676	\$3,001,377	\$3,510,566	\$4,028,510	\$4,477,957	\$4,571,146
Expense Growth Y/Y %			17%	15%	11%	2%
Expenses as % of Total Revenues						
Direct Student	7%	12%	12%	13%	13%	13%
Personnel	64%	55%	55%	58%	53%	54%
Office/Administration	35%	12%	8%	8%	7%	7%
Occupancy	7%	34%	26%	24%	19%	20%
Other	3%	1%	1%	1%	0%	0%
Total Expense	115%	114%	102%	103%	93%	95%
Key Stats						
Student/ Teacher Ratio		13.2	13.4	14.7	16.3	16.3
Student/Total Staff Ratio		9.7	10.6	11.7	13.3	13.3

Direct student expenses primarily include classroom supplies, text and curriculum, instructional supplies and food service. Our assumption around text and curriculum considers the recurring annual costs of new books since students will keep many of the books provided for their personal library at the end of the pertaining unit. Our model does not incur instructional equipment costs given we are a low tech educational model. However, our budget incorporates 30 computers needed for student assessments.

In line with budget conservatism, we assume all teachers and principals will be certified, which implies full 11.16% contributions to the CTPF. We assume CCA will pick up 5% of the 9% of pension contributions for both certified and non-certified full time employees. Our projections include healthcare for full time employees, staff recruitment costs, development and appreciation costs. We plan to hire Junior Teachers at a salary of \$47,000 annually and Lead Teachers at a salary of \$60,000 annually. There will be one Lead Teacher for every three Junior Teachers, which will allow for mentorship and guidance. We plan to employ a part time Latin teacher until FY22 when the Latin teacher becomes a full time employee.

If revenues are lower or costs are higher there is potential for emergency contingency funds in the form of a loan from our academic advisor (BCSI). In addition, we are actively seeking further grant funds and individual donor relationships.

Office and Administration costs have been projected through conversations with budget managers and COOs of other Chicago area charter schools and BCSi charter schools. Further details on these assumptions are listed below.

Domain 4: Financial Plan

Occupancy estimates are obtained through our feasibility engagement with IFF. IFF also assists non-profits in underwriting loans which we intend to use for facility and renovation costs. For a market lease of 33,750 square foot building needed for our enrollment, construction and renovation costs of \$2.3M. We have accounted for the potential loan of \$2.3M; we will pay debt service around \$225,000 annually. We have attached our correspondence with IFF in Appendix 4.3.

	FY18	FY19	FY20	FY21	FY22	FY23
		K-5	K-6	K-7	K-8	K-8
Charter Accountability Plan						
Change in Net Assets		-\$360,715	-\$63,932	-\$105,455	\$355,160	\$251,311
Current Ratio						
Net Asset Ratio						
Cash on Hand	-\$22,676	-\$383,391	-\$447,323	-\$552,777	-\$197,617	\$53,694
Cash on Hand Necessary for the 3 Month Reserve	\$750,344	\$877,641	\$1,007,128	\$1,119,489	\$1,142,786	
Cash on Hand Necessary for the 2 Month Reserve	\$500,229	\$585,094	\$671,418	\$746,326	\$761,858	
Cash Balance: End of Fiscal Year with Fundraising	\$1,477,324	\$1,116,609	\$1,052,677	\$947,223	\$1,302,383	\$1,553,694
Fundraising Gap	\$1,500,000	\$0	\$0	\$0	\$0	\$0
Key Stats						
Student/ Teacher Ratio		13.2	13.4	14.7	16.3	16.3
Student/Total Staff Ratio		9.7	10.6	11.7	13.3	13.3

In order to have cash on hand necessary to meet the three month reserve in the fourth year of operations, we will need to fundraise a minimum of \$1.5M net of expenses by the end of the third year of operations.

Our operating budget assumes no fundraising to reflect the most conservative approach. However, our fundraising goal is \$3.8M (\$2.3M for construction and renovation + \$1.5M to meet the three month reserve in the fourth year of operations). Raising \$3.8M would also allow us to reduce annual debt service (currently around \$225,000 annually).

Complete detail for financial projection assumptions is in the calculations tab of our completed budget workbook in Appendix 4.1. We are happy to provide our internally developed budget to support our assumptions and calculations upon request.

Fundraising strategy

We have developed a preliminary fundraising plan to ensure the school meets all cash flow needs while building a three month cash reserve by the fourth year of operations. Our fundraising assumptions are informed by conversations with many Chicago charter school development leaders. We believe that we will be able to raise \$1.5M net of expenses by the end of the third year of operations without a development associate (Scenario 1). We are considering hiring a part time development associate (Scenario 2) which we believe could increase the amount of funds from grants and major gifts by \$75K and \$10K respectively on an annual basis. Under Scenario 2, we believe we will be able to raise \$1.635M net of expenses by the end of the third year of operations. The details sources of funds for Scenarios 1 and 2 can be viewed below.

	FY18	FY19	FY20	FY21	FY22	FY23
		K-5	K-6	K-7	K-8	K-8
Scenario 1: No Development Associate						
Special Events						
Board of Directors	\$20,000	\$80,000	\$125,000	\$200,000	\$250,000	\$300,000
Associate Board	\$0	\$30,000	\$50,000	\$65,000	\$80,000	\$90,000
Major Gifts	\$385,000	\$20,000	\$40,000	\$60,000	\$75,000	\$85,000
Grants	\$0	\$100,000	\$150,000	\$200,000	\$225,000	\$250,000
Individuals	\$20,000	\$10,000	\$10,000	\$15,000	\$20,000	\$25,000
Annual Total	\$425,000	\$240,000	\$375,000	\$540,000	\$650,000	\$750,000
Fundraising Cost	\$5,000	\$25,000	\$25,000	\$25,000	\$25,005	\$25,010
Net Total	\$420,000	\$215,000	\$350,000	\$515,000	\$624,995	\$724,990

Domain 4: Financial Plan

Cumulative Net Total	\$420,000	\$635,000	\$985,000	\$1,500,000	\$2,124,995	\$2,849,985
Scenario 2: Development Associate						
Special Events						
Board of Directors	\$20,000	\$80,000	\$125,000	\$200,000	\$250,000	\$300,000
Associate Board	\$0	\$30,000	\$50,000	\$65,000	\$80,000	\$90,000
Major Gifts	\$385,000	\$30,000	\$50,000	\$70,000	\$85,000	\$95,000
Grants	\$0	\$175,000	\$225,000	\$275,000	\$300,000	\$325,000
Individuals	\$20,000	\$10,000	\$10,000	\$15,000	\$20,000	\$25,000
Annual Total	\$425,000	\$325,000	\$460,000	\$625,000	\$735,000	\$835,000
Fundraising Cost	\$5,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Development Associate Cost	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Net Total	\$390,000	\$270,000	\$405,000	\$570,000	\$680,000	\$780,000
Cumulative Net Total	\$390,000	\$660,000	\$1,065,000	\$1,635,000	\$2,315,000	\$3,095,000

Section 4.2: Financial Controls and Monitoring

Describe the policies and procedures that the proposed school and Board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds. Include the following information in your response:

- Identify how the Board will monitor the school's financial position.
- Identify who is responsible for directly managing and overseeing the school's budget and a description of how they will do so.
- Describe the school's plan to comply with the Illinois Charter Schools Law's (105 ILCS 5/27A-5(f)) requirement that charter schools submit an annual audit of school finances conducted by an outside, independent contractor.

Appendix 4.1

In Appendix 4.1, applicants must provide an Excel version of the complete budget workbook for the proposed school board calendar.

Appendix 4.2

In Appendix 4.2, applicants must provide:

- A list or table of all financial reports to be provided to the Board, including how frequently they will be provided, and the party to be responsible for generating them; and
- Fiscal policies for the organization.

The Board of Directors will be vigilant in fulfilling its financial responsibility, using funds as wisely, efficiently, and carefully as possible. The Board of Directors is committed to the following goals in its fiscal management:

1. To engage in advanced planning, carefully forecast anticipated financial needs, and seek out additional sources of revenue (fundraising and grants) to meet those needs.
2. To maintain flexibility and business-mindedness during the year, applying funding where they are needed, even if other than planned—to withhold spending, if time and clarity show a planned expense is not essential.
3. To encourage a conservative spending ethic and approach to expenditure needs, including but not limited to recycling paper, being resource-efficient with energy, and using available property and transportation services.
4. To prioritize dollars available for the greatest educational return and the greatest contributions to students and their educational program.
5. To find resources so students and teachers have the essential supplies they need to meet educational program goals.

Domain 4: Financial Plan

6. To use budget projection methods that clarify quarterly and year-end expenditure needs.
7. To provide timely information to all staff related to budget and methods for requesting and managing money within the school.
8. To adopt careful procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors, and contractors, and all areas of fiscal management.
9. To hold a high standard for ourselves and others as regards conflict of interest, and impartiality in the awarding of contracts for good and services.
10. To sustain an entrepreneurial spirit, attempting each year to find new sources of funding, innovative ways to meet expenditures, and to save and invest wisely any available resources.

Specifically related to financial planning, accounting, purchasing and payroll:

Procedures specifically related to financial planning, accounting and payroll

Financial Planning:

The Business Manager will be responsible for forecasting revenues and expenses for at least five years in the future, building estimates from the bottom up and revising in a timely manner as needed. The Business Manager will also be responsible for providing certain statements to the Board of Directors in a timely manner (detailed further below).

The Board of Directors recognizes that one of its primary responsibilities is to review and approve an annual budget, and to secure adequate funds to carry out the educational program. The Board of Directors will assure that the budget is prepared and presented early enough in each annual cycle to allow for discussion and research. The Board of Directors expects all school members to do their part to clarify both essential and wishful needs. The annual school budget process is an important charter school function and should serve as a means to communicate the school's program priorities.

Accounting:

We will follow GAAP guidelines. They will provide guidance as to the most accepted way of handling various accounting transactions. GAAP standards will be used to set up and manage our accounting systems and develop our financial reports. GAAP compliant records and reports will be kept according to these standard practices. We seek to hire an individual with accounting skills for the position of Business Manager, who will oversee the financial operations of the charter. Our compliance with GAAP will allow for a timely and efficient audit.

Purchasing:

Any procurement of goods and services shall be made by the Principal under the guidelines set forth by the Board of Directors, and all purchases shall be in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but is not limited to, price, quality, availability, timelines, reputation and prior dealings. The school shall not purchase any goods or services from any member of the Board of Directors, an immediate family member of any member of the Board of Directors nor from any entity in which any member of the Board of Directors or an immediate family member of a Board of Directors member may benefit from such a procurement, unless authorized by the Board of Directors after a full disclosure of the conflict of interest or any potential conflict of interest and after the consideration set forth in the above paragraph.

This policy applies to purchases made using any funds from any revenue stream. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

Payroll:

We plan to contract our payroll needs with Paylocity. This has been reflected in our budget with a \$5,000 expense in the incubation year with and \$11,000 annual expense thereafter. These estimates were obtained through discussions with business managers of charter schools in Chicago as well as analysis of charter school operating budgets.

We plan to utilize multiple bank accounts including a payroll bank account, general bank account, federal funds account and state funds account. The payroll bank account will provide separate statements for all payroll and payroll-related checks. The general bank account will be used for all non-payroll expenses. The federal and state

Domain 4: Financial Plan

funds account will be used to track federal and state funds, grants and gifts in the general bank account and accounting system without a separate checking account.

Payroll and accounts payable will be paid on the 15th and 31st of each month. If the 15th or 31st falls on a weekend or holiday, then payment will be made on the previous workday.

In addition, we plan to draw on policies recommended by schools within the Barney Charter School Initiative.

Financial health and legal compliance

The Board of Directors is responsible to review the school leadership's progress in meeting school goals. The Principal is responsible for reporting information actively, quickly and consistently to the Board of Directors in order to ensure financial stability and legal compliance. The Business Manager, who will be hired in January of 2018, is responsible for maintaining and overseeing the budget with direction and approval from the Board of Directors. Internal controls will be reviewed quarterly by the Principal and at least annually by the Board of Directors. It is the Principal and Business Manager's responsibility in coordination with the Board of Directors to control outstanding risks to a reasonable level. The Finance Committee must meet at least on a quarterly basis and more regularly per the needs of the business.

The Business Manager will assume responsibility for administering the operating budget. He/she will be authorized to implement the budget subject to review by the Board of Directors and will follow these provisions:

1. That all budget actions are consistent with Illinois law, generally accepted accounting industry standards, and Board of Directors policy.
2. That all expenditures of funds are made in accordance with the requirements of the State of Illinois and adopted Board of Directors policy.
3. That revenue from any Federal or State sources are implemented in accordance with any specific federal or state laws or requirements.
4. That financial reports are presented to the Board of Directors so the Board of Directors is informed of current and future financial matters.
5. That all accounts are audited annually.

Audit compliance

Given the requirement of submitting an annual audit, we plan to be highly organized and set up our financial management system to ensure we maintain all necessary documentation in accordance and within expectations of the auditor. Our Business Manager will provide the necessary documentation at the auditor's request including, but not limited to, employee personnel and pay records, vendor invoices and payments, journal entries, reconciled bank statements, petty cash documentation, and the minutes of board meetings.

Though we have not formally contacted or contracted with an auditor at this stage, we have allocated \$29,000 annually in our operating budget in anticipation of audit and accounting fees. This estimate was derived from discussions with business managers of charter schools in Chicago as well as analysis of charter school operating budgets which indicate audit and accounting expenses between \$10,000-30,000 annually.

The Board of Directors shall select an auditor, review the auditor's report, and take any needed action to ensure that financial management is of a meets accountable public standard.

We plan to be very diligent when soliciting auditor price quotes, including gathering information about services provided, timeline for having the audit completed, and auditor availability for consultation before and after the audit.

All financial reports provided to the Board of Directors will be the responsibility of the Business Manager and CCA's contracted accountant. Please refer to Appendix 4.2 for a table indicating the responsible review party for each statement.

Monthly financial reports include:

- Balance Sheet
- Statement of Activities
- Statement of Cash Flows
- Financial Statements Commentary

Domain 4: Financial Plan

- Annual Forecast
- Quarterly financial reports including:
- Balance Sheet
- Statement of Activities
- Statement of Cash Flows
- Financial Statements Commentary
- Annual Forecast
- Annual financial reports including:
- 990
- Audit
- Annual Budget

These documents serve to satisfy the Illinois State Board of Education and CPS financial reporting requirements. We will submit to an independent audit annually. In addition to the prior list of financial reports, the following reports will be submitted to CPS per requirements (dates for reports based on CPS FMCIS School Manual, and other regulatory guidelines).

- Annual Budget: July 1st
- 4th Quarter Financial Statements: August 1st
- 1st Quarter Financial Statements: October
- Annual Audit: November 1st
- 2nd Quarter Financial Statements: January 30th
- 3rd Quarter Financial Statements: April 30th
- SGSA, Title 1 and Title 2 Program Design: July 1
- Student enrollment numbers
- Special Education expenses for reimbursement
- Projected enrollment for next school year
- Form 990: Five months and fifteen days after fiscal year ends

Fiscal policies for the organization.

Our fiscal policies will reflect our academic driven mission. We plan to adopt the National Charter School Resource Center (NCSRC) recommendation for fiscal policies. Please find a copy of the fiscal policies in Appendix 4.2.

The NCSRC is dedicated to helping charter schools reach their aspirations and furthering understanding of charter schools. To meet those goals, NCSRC offers a diverse selection of objective resources on every aspect of the charter school sector. These resources are compiled from trusted sources and also originally produced by the NCSRC.

Section 4.3: Facilities

Note: Per Illinois law (105 ILCS 5/27A-7(a)(1)(3)), the applicant must identify at least two viable independent facility options unless it has fully secured an independent facility.

The proposed facility option(s) reflect identified space requirements and are viable and available in the proposed opening timeline.

A response will generally be considered as having met the standard if it has all or most of the following characteristics:

- *Identified space requirements that adequately address the programmatic and operational needs of the school, including any proposed growth*
- *An explanation of how the proposed facilities reflect the identified space requirements (as evidenced by an adequate number of classrooms, specialized spaces, and administrative spaces) and are viable and available in the proposed opening timeline*

Domain 4: Financial Plan

- A facilities plan that includes a cost estimate for each location, evidence of interest from each facility's owner(s), and clearly articulates a plan for completing necessary renovations, including:
 - Construction estimates and timelines, potential funding sources, and plans to achieve ADA compliance
- A plan to appropriately address any risks associated with the proposed sites
- A clear timeline for securing one of two viable and available independent facilities, or one fully secured facility, that will feasibly permit school use in time for the school's opening
- (If the proposed site(s) will not accommodate the projected space needs throughout the entire five-year period of the contract) A reasonable facility plan to meet space needs thereafter, including a discussion of risks and contingency plans

4.3.1: Space Requirements

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

CCA engaged IFF, a lender, real estate consultant, and developer to provide a financial feasibility analysis. This included a detailed space plan.

Our space requirements are driven by our academic mission and classical model. This includes the following elements:

- Low-tech campus
- Traditional classroom set-up with students sitting at individual desks facing the teacher
- Central library and dedicated space for books in each classroom
- Dedicated Music room
- Dedicated Art room

We built the space model based on our full K-8 enrollment of 504 students. We may consider leasing some of the extra space in YR1-3.

The identified minimum space requirements are:

- 14,000 sq ft for classroom space (includes 18 traditional classrooms)
- 1,960 sq ft for Art & Music
- 2,000 sq ft for a Library
- 5,800 sq ft for a multipurpose room (cafeteria/gym/assembly); includes space for food prep
- 3,240 sq ft for administrative space (4 private offices, bathroom, storage and common spaces)

Our budget is aligned to minimum space needs.

The minimum space requirement for a full K-8 facility is 33,750 sq ft, this accounts for 6,750 sq ft for circulation. At full enrollment, this allows for 67 sq ft per student. Please see Appendix 4.3 for a detailed space plan.

This space plan accounts for the full K-8 facility at full enrollment. In YR1-3 it will be underutilized. We are open and eager to co-share the space with a community partner during the day.

In addition, we are in discussion with Entreunty, a South Loop-based non-profit that teaches step-by-step processes for developing solid business practices to youth about hosting a satellite campus in our facility for their afterschool program.

We have engaged Marc Realty, a Chicago real estate firm, to assist in our facility search. We will continue to work with Marc Realty and IFF throughout the year to identify at least two viable, independent facility options or one fully-secured independent facility by the Tier II deadline of September 8, 2017. See Appendix 4.3 for a review of Marc Realty's experience working with school facilities.

About Marc Realty

Marc Realty is a full-service commercial real estate company that prides itself on owning, managing and leasing the best-located office buildings in the Chicago metropolitan area.

Domain 4: Financial Plan

Founded in 1976 by Sol, Elliot and Larry Weiner, the company leases and manages a portfolio of over 40 office properties, primarily in Chicago and its suburbs.

Besides having the best-located buildings in the Chicago area, Marc Realty is a fully integrated organization specializing in:

- Management
- Brokerage
- Disposition and acquisition of properties
- Architecture & Design
- Lease Administration
- Construction
- Accounting

Currently Marc Realty employs over 300 people. Sol Weiner is deceased and today the company is headed by its three principals, Elliot Weiner, Larry Weiner and Jerry Nudo.

About IFF

IFF is a mission-driven lender, real estate consultant, and developer that helps communities thrive by creating opportunities for low-income communities and people with disabilities. Key to their success has been a deep sense of purpose, a broad perspective, and a relentless focus on achieving positive results. IFF believes social return can coincide with financial return.

Across the Midwest, IFF helps clients from every sector, including human service agencies, health centers, schools, housing developers, and grocery stores. Their staff of nearly 90 professionals works from the Chicago headquarters, and IFF also serves the Midwest from six regional offices: Indianapolis, Indiana; Detroit, Michigan; Minneapolis, Minnesota; St. Louis, Missouri; Columbus, Ohio; and Milwaukee, Wisconsin. IFF is a U.S. Department of the Treasury-certified community development financial institution (CDFI), a member of the Federal Home Loan Bank of Chicago and the Opportunity Finance Network, and a past recipient of the \$5.5 million Wells Fargo NEXT award for Opportunity Finance.

IFF is the largest nonprofit CDFI in the Midwest and one of only a few nationally to earn the CARS AAA+1 rating. Since 1988, they have made over \$620 million in loans, leveraged \$1.7 billion in community investments, and grown total managed assets to \$498 million.

For public charter and private schools serving K-12 students in low-income communities, IFF offers affordable financing and real estate services at every stage of school development. IFF can help with:

- Evaluate and plan current and future space needs
- Find the right site and negotiate lease or purchase agreements
- Finance initial start-up costs, facility repairs, furnishings, equipment, and vehicles
- Finance facility acquisition, rehabilitation, or new construction
- Secure tax-exempt bonds and bank debt through credit enhancement
- Manage the construction project – from brainstorming to ribbon-cutting – to make sure it gets finished on time and within budget

In Indiana, IFF manages the Indiana Charter School Facilities Fund, a statewide revolving loan fund to assist charter schools with facilities financing.

IFF also conducts research for foundations, school districts, and charter schools that measure the need for performing schools in urban school districts — on a neighborhood-by-neighborhood basis.

4.3.2: Overview of Proposed Site

Provide an overview of each proposed site, including a general description of the property, the property's address, current owner, and previous use.

To be submitted in Tier II

Domain 4: Financial Plan

4.3.3: Management of Proposed Site

Describe the plan to secure and update (if applicable) an appropriate facility in time for school opening. Describe the design team's capacity for and experience with facilities acquisition and management, including managing build-outs and/or renovations.

Appendix 4.3

In Appendix 4.3 of the Addendum, applicants must provide:

- *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;*
- *An ADA Compliance Report for each proposed facility site;*
- *An Inspecting Architect's Report for each proposed facility site;*
- *A Letter of Intent or Memorandum of Understanding (if available);*
- *A Rehabilitation/Construction Plan (including scope of work and timeline);*
- *Sources and Uses of Funds Report; and*
- *A proposed timeline for securing a viable facility and completing necessary renovations to make the facility suitable for school by the proposed opening date.*

To be submitted in Tier II

Domain 5: Not Applicable

Domain 6: Not Applicable