ChicagoEducationPartnership℠

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

The Chicago Education Partnership design team has extensive experience in the Austin neighborhood and has developed strong working relationships with local elected officials, faith-based organizations, community-based organizations, social service agencies, and the community at large. Upon release of the 2013 Request for Proposal for New Schools, we activated our local network and launched an intensive community engagement campaign to gauge the interest in and support for our proposed school. In addition, we actively solicited feedback from community stakeholders on the school's mission, vision and design. Through our efforts, we found that there is a strong interest in and demand for our school and that our vision for a new charter school resonated with the community. Several components of our design have been especially appealing to community stakeholders:

- Our planned partnership with By The Hand Club For Kids which will provide students with a fully integrated school and after-school program
- Our focus on character development
- Our academic rigor and strong curriculum
- Our dedication to providing a safe and nurturing environment for kids
- Our focus on personalized learning and meeting the needs of every child
- Our use of technology
- Our small group instruction

We engaged in the following activities to notify stakeholders and parents/guardians of the development of our proposal to open a new school:

Date	Activity
8/22/13	Held 2 meetings for parents of By The Hand Club For Kids to inform them of the proposed school. There were approximately 75 attendees across the two meetings
8/30/13	Hosted the monthly Austin Coming Together meeting and spoke about the charter school to approximately 30 attendees
9/5/13	Held our first Parent and Community Advisory Council Meeting. Five members of the community participated in this meeting and provided targeted feedback
9/17/13	State Representative LaShawn Ford hosted a community meeting where we made a formal presentation. Approximately 50 community members were in attendance
9/22/13	Made a presentation at First Church of the Nazarene
9/22/13	Made a presentation at New Galilee Baptist Church
9/23/13	Held a community meeting with approximately 50 community members in attendance
9/26-9/28/13	Canvassed the neighborhood and made home visits
9/28/13	Held second Parent and Community Advisory Council Meeting. Five members of the community participated in this meeting and provided targeted feedback

In addition to these group meetings, we have met with and had calls with over 30 key community stakeholders over the course of the last seven weeks including: elected officials, leaders of faith-based organizations, leaders of community-based organizations, local business leaders, social service agency leaders, and principals of nearby Chicago Public Schools. Through these meetings, we have received tremendous support for our proposed school which is evidenced in the attached letters of support. One of the tremendously exciting outcomes of these meetings is the development of the West Side Education Consortium. Please see our response to 1.3.b for a description of this consortium.

Please note that we have a detailed action plan for the continuation of our community engagement efforts through the January 22, 2014 CPS Board meeting. Our plan is as follows:

October 2013
- Hold Parent/Community Advisory Council meeting
- Continue 1:1 outreach to community stakeholders
- Present school concept at local community events
- Compile and release feedback document (see feedback description)
- Continue to gather support (petitions, letters, intent to enroll)

November 2013
- Hold Parent/Community Advisory Council meeting
- Meet with community stakeholders to communicate feedback and share feedback document
- Share feedback document with people who have given feedback
- Share feedback document with database of people interested in the school
- Continue to gather support (petitions, letters, intent to enroll)

December 2013
- Hold Parent/Community Advisory Council meeting
- Organize supporter base to demonstrate support at CPS meeting

January 2014
- Hold Parent/Community Advisory Council meeting
- Organize supporter base to demonstrate support at CPS meeting

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

• In a *Parent and Community Engagement and Support* attachment, include:
o (i) Evidence of notifying parents/guardians and community stakeholders of the proposal
o (ii) Examples of written or other communications that specify how parents/guardians
and community stakeholders can provide comments on the proposal/proposed school
o (ii) A detailed record (e.g. in a table or spreadsheet) of the specific feedback that the Design Team received, which cites whether and how the feedback was incorporated into the proposal

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We have developed and implemented following feedback plan:

I.   Chicago Education Partnership has created and is tracking several platforms for community feedback.

     a. Email – Community members can provide feedback via email at cepfeedback@gmail.com

     b. Text – Community members can provide feedback via text by sending a text to 773-614-7560

     c. Facebook – The Chicago Education Partnership Facebook fan page offers opportunities for community members to provide feedback at Facebook.com\CEPCharterSchool

     d. Website – www.chicagoedparters.org

     e. On-site – Community members can find feedback boxes on-site at By the Hand Club (Austin) and at community meetings and other events hosted by and/or featuring Chicago Education Partnership

     f. Electronic newsletter/ezine will begin distribution in October

II.   Chicago Education Partnership and By The Hand Club For Kids will promote various feedback options.

     a. All feedback options are mentioned and explained whenever CEP or BTH representatives present about the school whether in closed or public meetings

     b. Feedback options are included in paid advertisements placed in three community newspapers (Windy City Word, Austin Weekly, Austin Voice)

     c. Feedback options are included on flyers distributed throughout Austin community

     d. Feedback options are included as part of script for door-to-door canvassers

III.   CEP will collect all feedback from various channels and organize comments into general categories and areas of thought.

IV.   When comments and feedback have been thoroughly synthesized and categorized, CEP leaders will respond to each major feedback point. The response will either detail how the design team plans to incorporate the feedback into the school design or why the feedback will not be incorporated into the design of the school.

V.   CEP will prepare a document outlining the feedback that has been gathered and the responses to the feedback (as described above). This document will be shared with individuals and organizations that provided feedback and made publicly available the CEP website.

To date, the feedback that we have received has all been informal through comments made during meetings and in individual conversations. This feedback has been positive and supportive of the school plan as described to the community stakeholders. As we continue our community development process we will further encourage stakeholders to provide meaningful and critical feedback which we will use to further inform our school design.

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

Enrollment data from the eight Chicago Public Schools located within a one-mile radius of our proposed location (DePriest, Howe, Spencer, Nash, McNair, Hay, Brunson, and Ellington) suggest that the students for our proposed school will be almost 100% low-income and African American. We anticipate that we will have very few, if any English Language Learners and that our special education population will mirror the district's average of 13.2% (2012 ISBE Report Card).

We have seven years of experience working in the Austin neighborhood with Chicago Public School students through By The Hand Club For Kids. Based on review of demographic data and on our firsthand knowledge, students in Austin face tremendous challenges related to high rates of poverty, crime and gang activities. Austin's homicide rates are among the highest of Chicago's neighborhoods, and when compared to Chicago as a whole, unemployment is high and per capita income is nearly half that of others; there is a 65% higher rate of single mothers with children and only one-third as many residents with a college bachelor's degree.

Austin Per-capita income	$15, 920
Chicago	$27, 148
Austin households below poverty level	27%
Chicago	18.7%
Austin % Single Moms w/Kids	56.0%
Chicago	34%
Austin unemployed	21%
Chicago	11.1%
Austin no high school diploma	25.0%
Chicago	20.6%
Austin bachelors or more	11.0%
Chicago	32.0%

Population figures are from the 2010 US Census. Other figures are computed by the City of Chicago based on the 2006-2010 American Community Survey.

Children coming from disadvantaged homes and communities are confronted with countless obstacles

to school success that other children do not face. As a result, Austin had the second highest number of students that were Below Standards or in Academic Warning (South Lawndale was first, Belmont Craigin, just north, was third) on the 2012 ISAT.

CEP has designed an entirely different school for children who are dealing with deep and pervasive adversity at home and in the neighborhood. Our proposed school provides a unique and much needed solution for neighborhood students and families in a number of critical areas:

a holistic partnership model through a school and after-school collaboration that includes:
- extending learning beyond the traditional school day
- increasing parental involvement
- providing strong social and emotional support during school day and through after-school
- assisting with physical needs of children and families, including hardship and crisis needs
- achieving measurable impact on attendance, truancy and overall behavior

personalized and small group instruction that includes:
- advancing based on competency-mastery
- crafting learning environments to meet individual student needs
- allowing self-pacing that enables students to move at their own speed
- upholding rigorous standards that prepare students for success
- giving high frequency and adaptive assessments
- utilizing individualized feedback for students, teachers and parents
- providing just-in-time instruction and direction
- preparing for success in higher education

character and physical development that includes:
- emphasizing core virtues such as respect, perseverance, etc.
- implementing a clear and consistent discipline and merit systems
- teaching etiquette and life skills
- providing a structured environment that supports character development
- emphasizing wellness, preventative care and healthy lifestyle choices
- empowering students to manage their social, emotional, physical and character development

a school culture that establishes the importance of reading and includes:
- using high-quality materials and technology tools that facilitate reading mastery
- equipping students to be active readers
- developing a lifelong love for reading
- hosting book clubs

a school culture that emphasizes physical and emotional safety and includes:
- establishing and maintaining high expectations for student behavior
- putting a clear and consistent discipline policy in place
- weaving anti-bullying messaging throughout the instructional day and after-school time
- creating clear and well communicated emergency procedures
- establishing all staff as authority figures who can maintain order
- wearing school uniforms

The tremendous support that we have received through our community engagement efforts after only seven short weeks, underscores the community's demand for our school.

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

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

• In a *Parent and Community Engagement and Support* attachment, please include evidence of community support for the proposed school.

Through our community engagement efforts over the last seven weeks, we have been inspired by the tremendous support that we have received. Despite the short timeframe and the fact that the school will not open until fall 2015, community members have been enthusiastic and excited about the proposed school. To date, we have collected (please see the appendix for signed petitions, completed intent to enroll forms and letters of support):

- 341 signatures on our petitions
- 36 intent to enroll forms
- 26 letters of support

Furthermore, as you will note from our attached letters, we have secured broad-based support from multiple stakeholder groups including:

Elected Officials:
- LaShawn Ford, State Representative 8th District
- Emma Mitts, Alderman 37th Ward
- Jason Ervin, Alderman 28th Ward

Chicago Public School Principals:
- Dr. Shawn Jackson, Principal of Spencer Technology Academy
- Minnie Watson, Principal of Oscar DePriest Elementary School

Social Service Providers and Non-Profit Agencies:
- Austin Coming Together
- By The Hand Club For Kids
- Cornerstone Counseling Center of Chicago

- Bethel New Life
- CeaseFire Illinois
- The Peace Corner Youth Center
- Goodcity
- Austin Childcare Providers Network

Faith-Based Organizations:
- The Moody Church
- The Rock Church
- Circle Urban Ministries
- Moody Bible Institute
- Chicago First Church of the Nazarene, Church on the Block
- Chicago First Church of the Nazarene, Main Campus
- New Galilee Missionary Baptist Church
- The Friendship Baptist Church of Chicago
- The Mount Pilgrim Missionary Baptist Church
- Wheaton College

Care Providers:
- The Art of Vision Eyecare Professionals
- Gordon Dental Associates

Other:
- ABC Bank

As we continue our community engagement efforts over the upcoming months, we anticipate that our number of supporters will continue to grow dramatically.

1.3. Future Plans for Parent and Community Engagement and Partnerships *(Once in Operation)*
a. Key Community Partnerships: Describe the role of community partnerships that will provide key academic or non-academic services, supports, or opportunities for students throughout the first five years of the school. Explain: (i) the nature, terms, and scope of service of any partnerships (please see page 3 of the Answer Manual for specific information that should be included about each partnership), ii) how such partnerships will further the mission and vision of the school, and iii) who will be responsible for managing and cultivating these partnerships.

• In a *Parent and Community Engagement and Support* attachment, please provide evidence of any partner organization's commitment.

Community Partnerships will play a critical role in the successful launch and operation of the school. First and foremost, our partnership with By The Hand Club For Kids (BTH) will provide our students with a comprehensive and highly successful after-school program that takes kids by the hand, and walks with them through college, helping them have abundant life—mind, body and soul. The school's collaboration with BTH will be more integrated and cohesive than the traditional school, after-school partnership through intentional coordination and collaboration, program co-location, and shared staff. The school tutors and computer lab assistants will work part-time for CEP and part-time for BTH. The shared staffing model will facilitate a seamless learning experience for students and enhance our ability to coordinate the activities of both programs. The continuum of service between CEP and BTH will provide students and families with a comprehensive and holistic educational experience from 7:30am to 6:30pm.

In addition to the BTH partnership, CEP will leverage the social service and non-profit agencies in Austin to work with our students and families. For example, we will partner with Cornerstone Counseling Center of Chicago to provide parents and students with mental health services. This partnership is described in detail in response to question 2.1.e (Social, Emotional, and Physical Health). CEP will benefit greatly from BTH's existing relationships with service providers and non-profit agencies. As you will note from the attached letters of support, several groups have already made partnership commitments to CEP, two years in advance of us opening our school. These stakeholders contribute to the partnership in a variety of ways: funding, parent advocacy, direct services, volunteers, gifts in kind.

All community partnerships will be overseen by the school principal; however, depending on the nature of the partnership, different staff members will manage the day-to-day relationship. For example, the school counselor will manage the coordination of services with Cornerstone Counseling Center of Chicago.

> **b. School Involvement in Community:** Describe your Design Team's vision for establishing the school as a pillar in the community once in operation and explain how the school leadership team will execute this vision. Specifically: (i) Describe any services, resources, programs, or volunteers that the school will provide for parents/guardians community members once in operation. (iii) If applicable, the parent and community plan should clearly address any community tension that exists surrounding the opening of a new school.

Chicago Education Partnership is dedicated to establishing the school as a pillar in the community and to working within the community to tackle education in a collaborative and holistic manner. One of the primary vehicles for accomplishing this work will be the West Side Education Consortium (WSEC). As mentioned above, the concept for the consortium evolved from our meetings with other education and social service providers in the Austin community.

WSEC will improve educational outcomes for children on Chicago's west side through sharing, training and development, support in implementation of best practice approaches, and measurement of outcomes and progress. Membership in the WSEC will be open to any organization that provides educational services to school-aged children who live on the West Side of Chicago and who are willing to commit to participation requirements. Although this partnership is in the early stages of formation, the following nine members have already expressed an interest:

1. Bethel New Life (convener and facilitator)
2. Chicago Education Partnership
3. By The Hand Club
4. Circle Urban Family After-School program
5. Salvation Army
6. Noble Street Charter School
7. Howe Elementary
8. Spencer Technology Academy
9. DePriest Elementary

WSEC's goals are to:
1. Assure that every child in every school performs at grade level in reading and math by the time they complete the 3rd grade.
2. Assure that every school environment establishes and maintains a safe and secure school and a school culture that is conducive to learning.
3. Improve trust and shared/mutual responsibility between parents and schools.

WSEC's anticipated outcomes are to:
1. Identify operational strengths and weaknesses in each partner organization. Understand the requirements for implementation of best practice approaches to culture and learning. Identify where each partner organization is in the process of implementation of targeted best practices. Develop appropriate and targeted supports for each partner to facilitate implementation of best practices and success in providing a culture of safety and security, preparing students to be ready to learn, and assisting students in learning.
2. Be a safe place to share weaknesses, failures, successes and outcomes. Partner organizations will benefit from learning from one another.

3. Help schools and after-school programs leverage one another's investments to assure that every child performs at grade level before they complete 3rd grade.

In addition to assisting in the formation of the WSEC, we will work diligently with our partners to identify opportunities to provide parents, families and the community at large the same wrap around services that we provide to our students. The school counselor/social worker will be responsible for developing and maintaining these types of partnerships and will work closely with families to ensure that their social, emotional and physical needs are met.

The mission of Chicago Education Partnership is to create a school that dramatically transforms the lives of K-8 students and prepares them for success in college and in life through: the delivery of a rigorous and personalized academic program, a focus on holistic education and the development of strong character.

Because we believe that maximum impact in an individual's life can most effectively be achieved through the determined efforts of a myriad of influencers, our vision is to prepare students for academic success, develop proficient and enthusiastic readers and to provide comprehensive, holistic services to students in partnership with our after-school provider, By The Hand Club For Kids (BTH). BTH is a high performing after-school program that works collaboratively with schools to promote academic excellence while nurturing the whole child. Together, CEP and BTH will provide students with a comprehensive continuum of service from 7:30am – 6:30pm and will create a synergistic and cohesive program that meets students' academic, social and emotional needs. This exciting new opportunity will begin by serving grades K and 1 in the Fall of 2015.

Students in under-resourced neighborhoods often enter school with multiple barriers to learning that prevent them from achieving meaningful academic results, deter a genuine love for reading, inhibit healthy physical/emotional development and counteract deep character and value growth. We desire to reduce and eliminate those barriers to learning and to a successful life. We will utilize what we have learned about children and families in challenging Chicago neighborhoods and apply our educational experience into a holistic partnership service model that serves kids throughout the entire school day and through the after-school hours. Considering the numerous challenges that many students face, we believe that stand-alone education interventions are not sufficient to prepare them for success in college and in life. Our school design team will build on a decade of school leadership experience and the knowledge gained through the founding and development of an extraordinarily successful after-school program that, for twelve years, has seen a dramatic impact on thousands of children in some of Chicago's most challenging neighborhoods. This experience and demonstrated track record of impacting student lives academically, physically, socially and emotionally will be invaluable in the formation of a successful school.

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

Over the past nine months, we have visited dozens of schools, met with school leaders and had conversations with educational experts from across the country. We have intentionally solicited guidance and feedback from schools that serve similar student populations in urban environments as we have developed the vision and philosophy for Chicago Education Partnership. Through these efforts we have developed a clear understanding of many elements that are common to high-performing charter schools and have incorporated best practices from leading blended learning and traditional schools into our educational model. In addition, we have built upon our own experiences working with some of Chicago's most at risk students to develop our educational model and inform our core beliefs and values. Further refinement of our model will come through our selection to participate in Breakthrough Schools Chicago. Breakthrough Schools Chicago is a partnership launched by New Schools for Chicago, The Chicago Public Education Fund and the national Next Generation Learning Challenges (NGLC) to develop breakthrough schools in Chicago that are personalized and promote mastery-based learning enabled by technology. Our comprehensive educational philosophy is embodied in our ten core principles:

- **Student-centered, personalized learning**. We will carefully analyze where each student is academically, socially, emotionally, and work to provide a learning environment, academic plan, and support services that meet the needs of students on an individual basis.

- **Culture of high expectations**. We will set high academic standards that are consistent with a future of a successful college experience for all our students. We will challenge them to be their best. Teachers will also hold students to high behavioral standards which are consistent throughout the school. The result is a respectful and orderly environment in which students can focus on learning and teachers can focus on teaching.

- **Self-pacing and mastery based instruction**. CEP teachers will utilize technology to enhance the ability of students to accelerate their learning where appropriate and to receive additional support as needed, moving forward when competency and mastery are achieved. We will provide tiered interventions including small-group and one-on-one tutoring for students who need extra attention in order to reach mastery.

- **Blended instructional model.** We will implement a blended model that utilizes technology-assisted instruction to provide: an opportunity for acceleration or remediation, enhanced student data, and feedback on student progress.

- **Data-driven instruction.** CEP will be a data-driven environment where teachers will utilize student assessment feedback and data on a continual basis to drive and personalize instructional decisions.

- **Student ownership.** We will create an environment which empowers students with the skills, information and tools they need to manage their own learning, assisting them in becoming intrinsically motivated to grow and experience success.

- **Focus on reading**. A critical factor in determining success in school is a child's ability to read. Our curriculum will include an intensive reading program that will build strong, confident readers who love to read and pursue reading independently outside of school. Extensive professional development for our teachers on techniques which have proven to be effective in promoting reading skills among low-income students and early and frequent assessments to identify students in need of extra assistance will be utilized.

- **Character development.** A consistent program of character development will be incorporated in the school. Virtues such as: wisdom, respect, gratitude, self-control, perseverance, courage, encouragement, compassion, and integrity will be taught. School uniforms, clear and consistent discipline and merit systems, daily routines and rituals, and school-wide academic support help ensure a structured environment that supports character development.

- **Social and emotional needs**. Students have multiple social and emotional barriers to learning that impede their ability to be successful. We will work closely with counselors, social workers and our after-school partner to address the social and emotional needs of students to ensure that they are prepared to learn.

- **Partnership with the By The Hand Club For Kids** (BTH). The school will be developed with an intentional after-school partnership that assists the school in addressing a multitude of barriers to student learning. The partnership will
    - Carry the school mission to the after-school hours
    - Give additional support to students in identifying and succeeding in college
    - Increase parental involvement, broaden parent partnerships and deepen the school and family connection
    - Extend learning beyond traditional school day
    - Bridge social/emotional supports between traditional school day and after-school hours
    - Positively impact student attendance rates and lessen truancy
    - Positively impact student behavior
    - Provide a more robust and complete delivery of a suite of services: guidance services, college counseling, physical and mental health services, social work/counseling, academic support, character development, truancy reduction, and behavior intervention

A sampling of high performing schools and organizations that informed these principles and the educational plan includes:

Chicago Based Schools	Non-Chicago Charter Schools	Other Institutions
Namaste Charter School	Firstline Schools	Charter School Growth Fund
Rowe Elementary School	KIPP LA	CEE- Trust
Alain Locke Charter School	Achievement First	New Schools for Chicago
KIPP Chicago	Uncommon Schools	INCS
North Lawndale College Prep	Rocketship Education	Ed Elements
Distinctive Schools	Democracy Prep	2Revolutions
Providence St. Mel	Brooke Charter Schools	
	National Heritage Academies	

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

Chicago Education Partnership is dedicated to creating a joyful school environment that is conducive to learning, which fosters personal growth and character development, and ensures the safety and well-being of all students and staff. CEP considers the climate the heart and foundation of the school and will endeavor to establish a positive school culture that is pervasive and consistent throughout the school and after-school program. The proposed school culture builds on:

- The knowledge and experience that we have gained over the last twelve years through By The Hand Club For Kids
- The educational experience of our founders
- Primary research conducted by Brandtrust with By The Hand students through an Emotional Inquiry study. Brandtrust is a company that works with clients, including several Fortune 100 companies, to help them better understand their customers by studying how people feel, think and behave.
- The works of Carol Dweck, "Mindset", and Paul Tough, "How Children Succeed"
- Research into best practices of other highly successful charter schools

Cultural Beliefs
CEP's culture is founded on four core principles:
1. The school will be a physically and emotionally safe and secure environment
2. We will place a strong emphasis on character development
3. We will measure and celebrate success
4. The school culture will focus on reading

Physical and Emotional Safety and Security
"The part of the brain most affected by early stress is the prefrontal cortex, which is critical in self-regulatory activities of all kinds, both emotional and cognitive. As a result, children who grow up in

stressful environments generally find it harder to concentrate, harder to sit still, harder to rebound disappointments, and harder to follow directions."[1]
Paul Tough, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*

Through our years of experience coupled with the primary research conducted by Brandtrust, we have learned that students' primary need is to feel safe and secure in their school environment. Brandrust engaged in an hour long Emotional Inquiry interview with 14 By The Hand students to assess the students' emotional needs which, if met, would best prepare them to learn and succeed at school. According to their research, Brandtrust found that before students can begin to understand that learning is the purpose of school they must first feel secure in their physical environment and then they must feel socially secure.

Brandtrust validated our first-hand experience regarding school safety; they found that for our students, school has traditionally been an unstable and chaotic place which fails to provide them with an assurance of safety. This in turn leaves them focused on their physical safety and survival which severely limits their ability to focus on learning. CEP will address this challenge head-on with a strong focus on safety, security and stability. To this end we will:
- Establish and maintain high expectations for student behavior
- Put a clear and consistent discipline policy in place
- Weave anti-bullying messaging throughout the instructional day and after-school time
- Create clear and well-communicated emergency procedures
- Establish all staff as authority figures who can maintain safety and protect order
- Implement a school uniform policy

Brandtrust also found that emotional acceptance and approval were key factors in preparing students to become active, engaged and intrinsically motivated learners. They found that students are plagued by fears of judgment and rejection from both teachers and peers which interferes with their ability to learn. To promote emotional acceptance and approval:
- Teachers will communicate to all students that they have intrinsic value through a consistent message that they will not let students fail and will not give up on them
- We will hold an orientation over the summer with an emphasis on safety and discipline
- At the summer orientation, students will have a special introduction to their teachers and to the class. We will engage in ice breakers and team building exercises with them.
- All students will be assigned both an adult mentor and a student buddy

Character Development
As Carol Dweck states, "If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning." [2]

As is shown repeatedly throughout the work of both Dweck, Tough and others, developing a school culture and explicitly training students in non-cognitive skills and habits of mind yield substantial results in the lives of children. Character development at CEP will focus on our five values which build on the research of Paul Tough and Carol Dweck:
- Curiosity

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[1] Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. New York: Houghton Mifflin Harcourt, 2012. Print.
[2] Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Random House, 2006. Print.

- Perseverance (grit, hard work and persistence)
- Respect and self-control
- Self confidence
- Courage and the growth mindset

Character development will be embedded in the curricula as well as the school-wide discipline policy and is consistent with our instructional strategies which teach students to become increasingly independent and self-motivated learners. There will be a weekly character development class for students at all grade levels which will complement the character development, etiquette and life skills curriculum that will be taught after-school through By The Hand. We will post the cultural values throughout the school and include them in the school chant which will be recited every morning.

Measure and Celebrate Success

Through their primary research, Brandtrust found that students need tangible and meaningful rewards that recognize them for their hard work to increase their intrinsic motivation. Rewards and recognition that validate student effort in school lead them to a place where they begin to become intrinsically motivated. We will provide students with regular and ongoing feedback on their work both through the digital content and classroom instruction. As described in the Instructional Strategies section of the proposal, our teachers will implement strategies to build character and trust from Doug Lemov's book *Teach Like a Champion* including those that recognize student efforts and successes.

Reading Focus

We have found through our years of working with students at By The Hand that promoting a culture of reading is a key driver of student success. As such, we include a reading focus as part of the school culture. In order to promote a reading culture, we will:

- Provide all students with a book of their choosing on the first day of school
- Establish book clubs through By The Hand
- Host parent read-along nights
- Design our physical environment to have multiple spaces for reading
- Incorporate regular reading opportunities into the weekly school schedule

d. College Readiness: Describe the specific programs and supports, beyond academic curriculum, that your school will provide to expose students to college and support them to be successful in college academically and emotionally. If applying to open a high school, describe how the school will help students meet requirements to apply to college, submit applications, and persist in college after high school graduation. Specify the methods that the school will employ to track student/alumni college acceptance and persistence rates. Identify who is responsible for monitoring and overseeing these efforts.

We believe that it is important to instill a college mindset as early as possible for CEP students. As such, we will infuse our school culture with language and artifacts related to college. For example, we will name classes by the year from which they will graduate from college and will place college banners throughout the school. In addition, we will expose 6th to 8th grade students to college through field trips, guest lecturers and meetings with high school college counselors. Through our afterschool partnership with By The Hand Club For Kids students will also engage in an annual college research project at every grade level. This project culminates in a juried presentation and awards winning students with a college

trip. Through the research, presentation and awards, students will build an early awareness of and excitement about a wide variety of colleges and universities.

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

Growing up in under-resourced neighborhoods comes with many challenges – poor nutrition, deficits in language and other skill development; limited access to health care; exposure to violence which can cause a number of psychosocial difficulties predicting future violent behavior in youth; less secure adult attachments leading to emotional problems, including anxiety, depression, low self-esteem and chronic stress – all negatively affecting a child's cognitive development, concentration, memory and ability to learn.

In order to learn effectively in the classroom, students must be able to collaborate with their teachers and peers. Research has shown that students with emotional and behavioral difficulties struggle to learn. It is estimated that between 8% and 18% of school-aged children suffer from emotional or behavioral disorders. [3] Students who have difficulties with their social and emotional competencies become less connected to school as they progress in grade level. This inevitably leads to adverse effects on their academic performance, behavior, and health. [4]

CEP will address student social and emotional needs through the implementation of a counseling program based on the American School Counseling Association (ASCA) model. This model provides a framework for the development of a comprehensive, data-driven school counseling program. The ASCA model is comprised of four program components:

- Foundation- creation of counseling programs that focus on outcomes, teach student competencies and are delivered with identified professional competencies
- Management – incorporation of assessments and tools that are concrete, clearly delineated and reflective of the school's needs
- Delivery – school counselors provide a combination of direct and indirect student services to students and parents
- Accountability – use of data to demonstrate the impact of the school counseling program

The school counselor will develop this model in partnership with the Cornerstone Counseling Center of Chicago (CCCOC) which has been a long-time partner of By The Hand Club For Kids. CCCOC will also assist us in the provision of social and emotional services once the school opens. CEP will work in conjunction with Cornerstone Counseling Center of Chicago (CCCOC) in order to identify students who are at high risk for failing, require additional interventions, and ongoing supports that go beyond the scope of the school counseling program. In addition, Chicago Education Partnership will work with

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[3] Roberts RE, Attkisson CC, Rosenblatt A. 1998. Prevalence of Psychopathology Among Children and Adolescents. American Journal of Psychiatry 155:715–725.

[4] Blum, Robert, and Heather Libbey. "School Connectedness – Strengthening Health and." *Journal of School Health*. 74.7 (2004): 231-233. Print.

Cornerstone Counseling Center of Chicago to identify and select effective, evidence-based, and culturally appropriate interventions and resources and will evaluate their effectiveness on an ongoing basis.

CCCOC has a strong history of working collaboratively with schools and other organizations in order to make evidence-based interventions and treatment accessible to individuals who otherwise would lack access to academic and behavioral health services.   As an organization built on the core tenets of social justice, cultural competence and integration of belief and practice, CCCOC makes every effort to be a place of safety to those who turn to them for assistance. CCCOC's selected evidence-based interventions provide strong violence prevention components, such as bullying education and interventions, decision-making skills, communication skill building, organization skills, conflict resolution skills, and emotional management.

CCCOC measures outcomes by students' improved academic performance, improved attendance, and a decrease in discipline referrals. CCCOC utilizes pre-and post-tests for each unit, and strength-based assessments at the beginning and end of each school year. CCCOC's internal program evaluation has indicated that students receiving their services have a statistically significant improvement in their academic functioning as compared with students who do not receive their services.

CCCOC's approach is based on the work by the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL research encourages schools and counselors to work with students in positive social interactions and promote healthy emotional regulation. When a student achieves proficiency in these areas, his or her ability to focus on learning greatly increases. Focused students become productive, academic achievers. Proficiency in positive social interaction and healthy emotional regulation is considered met when students achieve the following developmental goals (CASEL, 2005):
- Self-awareness, or strong self-esteem
- Self-management, or managing negative emotions in a constructive way
- Social awareness, or recognizing one's own feelings and the feelings of others
- Relationship skills, or resolving conflict in a constructive, respectful way
- Responsible decision-making, or increasing ability to focus in the classroom

Results from a recent CCCOC review showed students who participated in CCCOC's academic counseling services three years in a row achieved significantly higher mathematics and reading scores than students who did not participate in academic counseling services at the same school. This finding reinforces both the need for social and emotional focused education for students, as well as the *effectiveness* of CCCOC's academic support services.

Chicago Education Partnership will also partner with several service providers to provide for the physical health of our students. These include:
- Gordon Dental Associates
- The Art of Vision Eyecare Professionals
- SPEX
- University of Chicago Kovler Diabetes Center
- Walgreen's Take Care Clinics for basic medical needs

> **f. Behavior and Safety:**
> *(i) Describe the school's approach to student discipline, behavioral intervention, and classroom management. Explain the roles of teachers and administrators in consistently and equitably implementing consequences for disciplinary infractions and positive behavioral interventions and supports. How will these strategies create a safe and productive learning environment for all students? Cite who will be responsible for overseeing student discipline and behavioral interventions.*
>
> *(ii) How will expectations for behavior and corresponding consequences and rewards be clearly communicated to students and families?*
>
> *(iii) Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and afford due process for all students.*
>
> *• Attach copies of the school's policies for promotion, graduation, and student discipline.*

Chicago Education Partnership will implement a Positive Behavioral Interventions and Supports (PBIS) framework to guide school-wide discipline and behavioral intervention and will utilize the Fred Jones *Tools for Teaching* approach to classroom management. *Tools for Teaching* is a research based approach which aligns with the PBIS framework. It is also important to note that the Fred Jones approach is consistent with the instructional strategies outlined in response to question 2.4b.

PBIS is a three-tier process where school personnel set behavioral expectations for the students and use interventions to support students who struggle to meet those expectations. To begin, school personnel list and demonstrate desired behaviors to students and the students learn and practice those behaviors. Behavior expectations are posted throughout the school and are consistent across all classrooms. School personnel reward students when they observe them following the desired behavior expectations.

The first tier contains the school-wide behavior expectations. The primary intervention focuses on structuring the learning environment so that problems do not occur in the first place. This includes the teaching and supervision of rules and routines at both the school site and classroom levels as well as the use of incentives to reward student compliance.

Tier 2 interventions are for students who, based on data, do not meet the school-wide behavior expectations. The secondary prevention provides focused interventions to help students who are not responding to primary prevention. The programs occur in the classroom and include both individualized behavior management and targeted group interventions. Individualized behavior management programs are based on a functional analysis of behavior (i.e. behavior modification) while group intervention, usually teaches social skills and includes social skills clubs or a targeted behavior education plan. The decision to use secondary prevention is typically made by the school's planning team and/or behavior support team.

Tier 3 are individualized interventions that a community (staff, parents, and the student) create when Tier 2 interventions fail. Tertiary prevention focuses on individuals who exhibit patterns of behavior that are dangerous, highly disruptive, and/or impede learning. The objective is to eliminate extreme behaviors and replace them with appropriate behaviors so the student does not need to be removed

from the classroom. Tertiary prevention is synonymous, in practice, with an individualized program based on a functional analysis behavior for a student who has not responded to secondary prevention.

The PBIS team, consisting of the principal and staff, will use the Fred Jones "think sheet" to document when students do not consistently meet behavior expectations. The PBIS team will determine how many "think sheets" are necessary before a student moves toward Tier 2 interventions. Also, the team will decide the type of rewards students will receive who do meet the behavior expectations; whether the rewards are daily, weekly or quarterly.

In the school schedule, students will have an early dismissal Wednesdays. The afternoon is a weekly opportunity for staff development. Teachers will use part of the time to evaluate if Tier 2 and 3 interventions are successful and determine next steps.

To address bullying, Chicago Educational Partnership will incorporate the PBIS curriculum for bullying in grades K-3.   The Bully Prevention Manual[5] encourages students to positively address bullying in a systematic manner. School officials demonstrate and teach the coping techniques for students to practice. Students learn to tell the bully to stop, walk away from the bully or problem behavior, and talk to school personnel about the problem.   School personnel will use Fred Jones think sheets to document behavior and the PBIS team, with communication and input from the parent, will determine interventions.

For grades four through eight, Chicago Educational Partnership will utilize the Olweus Bullying Program.[6] This program helps students to identify the roles students play when bullying occurs. The roles are The Bully, Followers, Supporters or Passive Bullies, Passive Supporters or Possible Bullies, Disengaged Onlookers, Possible Defenders, and Defenders. Olweus teaches students to recognize their role in bullying and strives to empower students to be proactive in addressing and terminating bullying positively.   The school will use "Attachment A, page 44" in the Chicago Public School Form to document bullying.

The principal and staff will explain PBIS and Olwieus at the parent orientation and give updates to parents during parent/teacher meetings. Parents will receive a copy of the student manual. The parent and student will sign a document stating that they are aware of the school processes and expectations. School personnel will ask parents to help implement Tier 2 and Tier 3 interventions.

CEP will use the Chicago Public Schools Student Code of Conduct (SCC) as the official discipline policy. The SCC will be distributed to all parents upon enrollment and will be used in a consistent and equitable manner. The SCC includes all necessary safeguards to protect the rights of students with disabilities and affords due process for all students. CEP will also use the Chicago Public Schools promotion and graduation policies.

As CEP is using CPS policies, we have not provided them as attachment.

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[5] http://www.pbis.org/pbis_resource_detail_page.aspx?PBIS_ResourceID=785
[6] http://www.violencepreventionworks.org/public/index.page

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

Chicago Education Partnership will actively engage parents and caretakers in their children's education. We believe that parents are critical partners in the work that we do and that their involvement in students' education leads to higher levels of academic and personal achievement We will involve parents and caregivers in a multitude of activities through both the school and after-school programs:

- **Parent Orientation –** We will hold an annual parent orientation at the beginning of the school year to provide parents with the opportunity to learn about the school, our curriculum and instructional practices, the role of the digital content, and our partnership with By The Hand. In addition, parents will have the opportunity to meet with the school staff and administration.

- **Quarterly parent workshops** – CEP will hold quarterly workshops for parents to provide them with insights into the work that their children are doing, train them in the use of the school's learning management system and provide them with tools to help students with their homework.

- **Quarterly parent-teacher conferences** – Conferences will be four times per year and will include both CEP and By The Hand staff. We will utilize conferences as an opportunity to review student Personalized Learning Plans with parents and make adjustments as necessary.

- **Volunteer Opportunities** – Parents will be encouraged to volunteer a minimum of two days per year. This will allow parents to develop a stronger connection to the school while meeting critical school needs. CEP will create multiple opportunities for parents to become involved and participate in their children's education.

- **Parent Advisory Committee –** The Parent Advisory Committee will provide CEP parents with a formal mechanism to provide feedback to the school and board of directors. The Parent Advisory Committee will meet with the school principal on a monthly basis and members of the Parent Advisory Committee will be invited to attend and report at board meetings.

- **Communication –** At CEP, we place a high value on two-way communication with parents throughout the school year. Parents will have direct contact information for teachers and administrators and will be encouraged to reach out to staff on a regular basis. Teachers will communicate with parents on a weekly basis through newsletters to inform them about what is taking place in their students' classes, classroom expectations and ways for them to become involved. In addition, parents will have access to data regarding their children's performance through an online parent portal. The parent portal will provide real-time data on student progress and will serve as one of many avenues for communication between parents and staff.

- **Home Visits –** Through our after-school partner, By The Hand Club For Kids, we will conduct quarterly home visits for every student in the school. Home visits have been an integral component of the success By The Hand has achieved to date. They will provide us with a meaningful opportunity to dialogue with parents about their children's academic, social and emotional needs while reinforcing the importance of creating a positive learning environment in

the home. Home visits build trust, collaboration and strong relationships between parents and the school which in turn leads to stronger academic outcomes and reduced truancy.

2.2 Design Team Experience and Demonstrated Track Record in Driving Academic Success
a. Roles and Demonstrated Experience: *Briefly describe the qualifications and experience of members of the Design Team and/or founding Board in all areas that are key to successfully opening, managing, and sustaining a new school, including education, school leadership/administration, operations, finance, development, law, and ties to the proposed community. Describe how the Design Team was formed, how frequently the Design Team meets, how members collaborate with one another, each Design Team member's contributions to the proposal, and each member's proposed role in the school. Please cite any advisors or consultants external to the founding group and define their contributions to the development of the proposal, including their relevant experience and qualifications.*

• Attach résumés of Design Team members and any other individuals who have made substantial contributions to this proposal. **Label each résumé with the individual's affiliation with the proposed school.** *Note: It is not necessary to provide personal addresses or phone numbers.*

The Chicago Education Partnership design team and founding board of directors have extensive and broad-based experience in the key areas related to successfully opening, managing and sustaining a new school, including: teaching, school leadership, operations, finance, development and community engagement. Our design team was formed by Donnita Travis, Chicago Education Partnership's board chair and Michael Rogers, Chicago Education Partnership's executive director. Together, Donnita and Michael identified, vetted and engaged the team in a highly collaborative process. Several members of the design team have met on an almost weekly basis for the last six months to facilitate the development of the school design and drafting of the proposal. Although other design team members have participated in sharing best practice, reviewing the school design and contributing to the development of this proposal on a more limited basis, their input and guidance have been invaluable. The design team includes:

Donnita Travis, CEP Board Chairman
Donnita Travis launched By The Hand Club For Kids in 2001. Under her leadership, By The Hand has undergone tremendous growth, scaling to a $5.1 million nonprofit with four locations and a staff of 91 employees and 400-plus volunteers. By The Hand's success is due to Donnita's mission-focused and results-driven approach. Utilizing a variety of metrics By The Hand has been tracking its outcomes since 2002. Donnita is a seasoned entrepreneur, organizational leader and fundraiser who will provide Chicago Education Partnership with the oversight and support that it needs to achieve success.

Donnita has been recognized for her work with children as Chicagoan of the Year in 2012, the recipient of Mayor Daley's SAGE Award in 2011 and Northwestern Kellogg's Social Entrepreneur of the Year in 2010. Travis has an MBA from Northwestern University and a BA in English and communications from Spalding University. Most recently, she attended Harvard Business School for Strategic Perspectives in Nonprofit Management after receiving the HBS Club of Chicago's Roman Nomitch Fellowship.

Michael Rogers, CEP Executive Director
Michael has a strong track record of leadership and a rich, diverse set of experiences that uniquely prepare him for leading an innovative school with an ambitious vision. His varied professional

experiences, coupled with his educational background, have cultivated an innovative, entrepreneurial approach that combines insights from a variety of disciplines and industries. Mike has served as a classroom teacher, department head over three departments at a prestigious 3000 student high school, and Principal of an independent K-8 school of over 500 students. Mike also has a long history of volunteer experiences including over a decade as a high school Young Life leader and many years serving kids at By The Hand in the Austin community. Specifically, his vision for this school has been greatly informed by blending a deep understanding of education and schools with that of finance, economics and strategy. His work at establishing a broad network of relationships within the Chicago education community is also a key asset. Michael has over fifteen years of experience in education both as a teacher and a school leader.

Jennifer Richardson, CEP Principal-in-Residence
Jennifer Richardson currently serves as By The Hand Club For Kids site director for the Altgeld Gardens site. In this capacity, Jennifer oversees a staff of 15 and a student enrollment of 180. Prior to joining By The Hand, Jennifer worked for 13 years in the public school system with seven of those years spent as a district administrator. Jennifer holds an MA in music education from Northwestern University and a BA in music education from the University of Georgia. She also holds a type 75 in school of business management from Northern Illinois University and has type 75 certification in school leadership from Northeastern University.

Vivette Payne, CEP Board Member
Vivette Payne is President of the Avery Payne Group, which specializes in organization, team and leadership development. Her expertise includes leadership coaching, team building, the custom design and delivery of leadership and other skill development programs, and facilitating planning and strategy development. Vivette also works with growing businesses to provide tips and techniques that help them start, grow and manage their business, from inception to peak performance.

Vivette has served as the Chair of The Professional Women's Network, and is a member of the Board of Directors of The Christian Working Woman and By The Hand Club For Kids. Vivette has received the Chicago Southland Chamber of Commerce "Business Woman of the Year" award, and the Avery Payne Group has been awarded the U.S. Commerce Association "Outstanding Business Award."   Vivette holds a bachelor's degree in psychology and master's degree in organization development.

Matthew Shaw, CEP Consultant and Design Team Member
Matthew Shaw has over 12 years of experience as an operations and fiscal management leader in the Chicago charter school sector. For the last eight years, Matthew has worked as a business and strategic consultant for charter schools and affiliated organizations; examples of current and former clients include: Intrinsic Schools, CICS, University of Chicago Charter Schools, Chicago High School for the Arts, Civitas Schools, Montessori School of Englewood, New Schools for Chicago, Chicago Public Schools, and National Association of Charter School Authorizers. Matthew's consulting experience includes supporting schools during their incubation, start-up, expansion and steady state operations. Prior to consulting, Matthew was the Director of Operations for Perspectives Charter School where he managed all aspects of the school's finance and operations. Matthew holds a BA from Washington University in St. Louis and an MBA from the Kellogg School of Management. Matthew will continue to serve as a consultant to Chicago Education Partnership during its incubation and will assist with the school launch.

Daphne Sherrod, CEP Design Team Member
Daphne Sherrod has been a CPS teacher and administrator since 1996. She currently serves as the Co-Principal at the Howe School of Excellence, a CPS school in the Austin neighborhood where she has worked since 2008. Prior to taking on the role of Co-Principal in 2012, Daphne served as the Howe Assistant Principal for four years. Under Daphne's leadership, Howe has successfully been turned around with five consecutive years of academic student growth. Howe was recognized in 2013 for outstanding growth on the NWEA. Daphne has been an important advisor to the design team regarding our education program as well as the unique challenges of starting a school in the Austin neighborhood. She will continue in an advisory capacity during the school's incubation and launch.

Darryl Cobb, CEP Design Team Member
Darryl Cobb leads CSGF investments in the south and mid-west, Including the CSGF-Tennessee and Florida-CSGF funds. Darryl was the former CEO of ACT Charter School in Chicago and joined CSGF in July 2010. Darryl was the Chief Learning Officer at the KIPP Foundation, where he led the Foundation's portfolio of learning programs including principal and teacher leader development. Before KIPP, Darryl worked as a consultant for several years at Accenture and Diamond Cluster. He is a graduate of the University of Virginia and has an MBA from Kellogg School of Management. Darryl has provided us with guidance and support in the design of our school and the implementation of a next generation blended learning program.

In addition to the design team, Chicago Education Partnership engaged the following consultants who made substantial contributions to the proposal:

Chris Butler, President and CEO of the Citizen Consulting Group
Chris Butler and the Citizen Consulting Group provided strategic guidance and support related to community engagement.   The Citizen Consulting Group is a Chicago-based, public affairs firm that specializes in public engagement. Chris is a seasoned public affairs professional with extensive experience in Chicago and Illinois. Prior to founding Citizen Consulting Group, Chris served as the Director of Advocacy and Outreach at New Schools for Chicago. Chris will continue to support Chicago Education Partnership as we further engage the community and plan for the launch of our school.

Lauren El-Mofty, Director of Specialized Services for Catalyst – Circle Rock
Lauren provided strategic guidance and support related to special education services and working with at-risk students. Lauren is a seasoned professional with over fifteen years of experience as a Special Education Teacher and Case Manager. She holds a BS in Education from Indiana University and a Masters of Educational Leadership and Administration from University of Illinois at Chicago.

Chicago Education Partnership Board bios are provided in response to section 3.2.c (Board Experience).

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

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

Provide demographic data on student populations served at previous schools, including the following (%):
• Free- and reduced-price lunch (FRL)
• African American, Hispanic, Caucasian, Asian American, and other
• English Language Learners
• Students with Individual Education Plans (IEPs)
• Students in Temporary Living Situations

Please also cite the CPS student demographics in the proposed targeted community(ies), and the demographics of the targeted student population for the proposed school (if different from the CPS student demographics of the entire targeted community).

Please see Tables 1-3 on pp. 10-12 of the Answer Manual for preferred metrics and CPS' performance criteria for demonstrating a successful track record.
• Attach state or district report cards, vendor reports, or other verifiable sources of data demonstrating the academic track record of Design Team members with instructional/academic expertise.

Donnita Travis, Michael Rogers and Jennifer Richardson have a demonstrated track record of success driving academic achievement and growth for students similar to those that we expect to serve at Chicago Education Partnership through their work at By The Hand Club For Kids.

By The Hand is an after-school program for children from four of the poorest, most under-resourced neighborhoods in Chicago with a focus on students that are failing in school. In 2012, By The Hand served just under 900 students in the Altgeld Gardens, Austin, Cabrini-Green, and Englewood neighborhoods. By The Hand works closely with principals from Chicago Public Schools to identify children who are in critical need of intervention, in fact, to be eligible for the program, they must receive either Below Standards or Academic Warning on their ISAT reading test.   By The Hand's holistic approach to child development invests in the lives of kids through a structured, comprehensive after-school program that includes: safe passage to and from The Club, healthy snacks and meals, homework and tutoring assistance, language and reading curriculum, a staff literacy team, one-on-one and group mental health counseling, drug and sexual abstinence training, Club For Big Kids (CBK), Club For College Kids (CCK) and enrichment activities.

By The Hand's demographics are highly consistent with the student population that Chicago Educational Partnership will serve. In fact, CEP will co-locate with the By The Hand Austin site. Key demographics of By The Hand students include:

- Over 90% qualify for free or reduced lunch
- 100% are African American
- 5% are students with IEPs

By The Hand is a data and results driven organization that has a strong track record of academic success. BTH tracks student grades and ISAT scores and has the following outcomes:

Student Grades

Student Year End Grades

	GPA	All ABCs	All Passing
2012 – 2013	2.52	48%	73%
2011 - 2012	2.45	43%	75%
2010 - 2011	2.43	45%	73%

Change in Student Grades From 1st to 4th Quarter Each Year

	GPA	All ABCs	All Passing
2012 – 2013	2.43 to 2.52	35% to 48%	69% to 73%
2011 - 2012	2.38 to 2.45	37% to 43%	68% to 75%
2010 - 2011	2.25 to 2.43	32% to 45%	61% to 73%

ISAT

The following tables show the growth in average student percentile score for <u>all</u> By The Hand students. Please note that the student population at BTH changes from year-to-year. As such, the scores from one table to the next for the same year may differ slightly.

Students Enrolled in By The Hand in Both 2011 and 2012

	Average ISAT Reading Percentile	Average ISAT Math Percentile
2011	40.93	38.06
2012	42.97	43.51
Growth	5%	14%

Students Enrolled in By The Hand in Both 2010 and 2011

	Average ISAT Reading Percentile	Average ISAT Math Percentile
2010	35.40	30.51
2011	43.32	41.64
Growth	22%	36%

Students Enrolled in By The Hand in Both 2009 and 2010

	Average ISAT Reading Percentile	Average ISAT Math Percentile
2009	36.38	33.28
2010	41.57	39.98
Growth	14%	20%

The following tables show the subset of By The Hand Club students who started the year (versus entered) under the 50% percentile in Reading or Math. We look at this data separately because we have found that our greatest impact is with the students who require the most significant levels of intervention.

Students Enrolled in By The Hand in Both 2011 and 2012

	Average ISAT Reading Percentile	Average ISAT Math Percentile
2011	27.91	25.28
2012	36.36	36.11
Growth	30%	43%

Students Enrolled in By The Hand in Both 2010 and 2011

	Average ISAT Reading Percentile	Average ISAT Math Percentile
2010	25.41	21.50
2011	37.34	36.40
Growth	47%	69%

Students Enrolled in By The Hand in Both 2009 and 2010

	Average ISAT Reading Percentile	Average ISAT Math Percentile
2009	25.20	20.31
2010	33.38	30.70
Growth	32%	51%

The following table shows the total average growth for students who have been with BTH over multiple years. We use this measure to demonstrate the impact that we can have with students who continue with By The Hand for more than a single year.

	Base		Final		Growth	
Years of Testing	Reading	Math	Reading	Math	Reading growth	Math growth
5	23.52	18.47	48.26	59.33	105%	221%
4	38.86	35.47	52.31	50.55	35%	43%
3	32.94	24.84	43.15	48.24	31%	94%
2	34.84	29.27	41.52	43.03	19%	47%
1	34.03	30.52	39.55	37.27	16%	22%

In addition to the By The Hand data, it is important to note that Michael Rogers has demonstrated strong academic outcomes at Wheaton Christian Grammar School (WCGS) where he served as Principal from 2007-2012 and at Naperville North High School (NNHS) where he served as the Instructional

Coordinator for the Humanities Department from 2001-2006. Although the student demographics for these schools differ from the proposed schools, the outcomes remain impressive.

- Students at WCGS routinely score well above the 90th percentile on ISEL tests
- Students at WCGS routinely score well above the 80th percentile on SAT 10 tests
- Students at NNHS routinely score above the 90th percentile for meets/exceeds standards on ISAT tests
- NNHS is routinely acknowledged as a top tier high school not only in Illinois but in the nation with a composite ACT score above 25

We have attached the 2011 Wheaton Christian Grammar School Report Card for 2011 as well as the Illinois State School Report Card for Naperville North High School for 2006.

Both Michael Rogers and Jennifer Richardson will provide instructional leadership at Chicago Education Partnership. In addition to the data provided above and in the attachments, please see the response to 2.2.c (School Leadership) for details regarding their experience and qualifications to implement the proposed educational plan.

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c. School Leadership: (i) Briefly describe the proposed instructional leadership structure. (Note: the structure should align with the school-level organizational chart provided in Section 2.5.a). (ii) If school leader(s) have been identified, provide the criteria used to select the proposed leader(s), including skills, qualifications and characteristics. If school leadership has not been identified, describe the criteria that will be used to select the proposed leader(s), provide a timeline for identifying school leader(s), and specify whether past leadership experience is a requirement. (iii) If school leadership has been identified, please provide evidence of each proposed leader's success in driving achievement with a similar student population. If any of the proposed school leader(s) do not have experience running a school, please cite any school leadership programs or fellowships that they have completed or will complete prior to school opening.

• Attach clearly labeled job descriptions for all staff that will provide instructional leadership at the proposed school. (Note: Job descriptions are also requested in Section 2.5.a. These job descriptions satisfy both requests.)

Chicago Education Partnership's school instructional leadership will initially be comprised of the executive director and the Principal-in-Residence. Together they will oversee all aspects of the school's educational program and day-to-day operations. This structure will remain in place for the first two school years at which point, the residency will end for the Principal-in-Residence and she will transition to the role of Principal. At this time, we anticipate launching a second school and the executive director will divide his time between the two schools and lead the organization as a whole. At first, the executive director will be directly responsible for all aspects of the instructional program as he mentors the Principal-in-Residence. However, as the Principal-in-Residence gains experience and exhibits mastery, she will gradually take increasing ownership over all aspects of school leadership.

Michael Rogers, Executive Director
As executive director, Michael Rogers will lead the organization as a whole. He established the initial vision for the school, helped identify the core model components, and will assume ultimate responsibility to the board for the school's success. He will be a visible leader, managing board relations,

funder relationships and many community partnerships. He will also manage, support and evaluate the school instructional leadership and operational team, will oversee the budget, and will direct the school's development of systems crucial to support school and network growth. Additionally, Michael will take an active, essential role in the execution of the comprehensive school model, all in close collaboration with the school leadership team. As described above, during the first two years, Michael will take on a more direct role in the oversight and management of the school's instructional team and mentor the Principal-in-Residence as she grows to assume the full responsibility of school Principal.

Mike has spent the majority of his career in the field of education. Mike has worked as a teacher, department head and most recently as Principal of a K-8 school in the western suburbs of Chicago. He began working with youth as a Young Life leader in the mid-1980's and has continually served kids in some capacity for over 25 years including most recently volunteering for a number of years with By The Hand in the Austin community. Mike has a BA in political science from The University of Iowa and an MA in educational leadership from Aurora University.

Mike possesses the skills and experiences that we seek in an organizational and instructional leader. At By The Hand Club For Kids, Mike serves as the Managing Director for Strategic Growth. In this role he has shaped the strategic visioning for the highly successful organization and has successfully worked with the leadership team to develop and implement a strategic growth plan. Prior to joining By The Hand, Mike was the Principal of Wheaton Christian Grammar School where he oversaw all aspects of the school's educational program, fundraising and operations. As the educational leader, Mike implemented a large number of reforms that include a redesign of the school's curriculum and instructional approach. Through this effort, Mike used a data and research-driven process to implement significant modifications to the instructional practices of the faculty and guided them in a benchmarking of the school's curriculum to national standards. This direct experience in leading a school community through a complex and multi-year transition will be critical to Mike's success in opening and guiding our school from the initial launch through sustainability.

Jennifer Richardson, Principal
As Principal, Jennifer Richardson will focus on school culture, and hiring, developing and evaluating a high-performing academic team. She will lead the development of the educational program, including a rigorous college prep curriculum, a strong school culture and the details of our instructional model. Jennifer will also be responsible for implementing the educational program, managing and coaching educational staff and making all day-to-day programmatic decisions. She will be the primary face of the school for parents.

Jennifer has been involved with the school planning and design and emerged as a strong Principal candidate because of her clear vision and overall alignment with founders' mission and vision, her strong record in driving student achievement, and her unyielding belief in students' ability to achieve at levels that put them on a path to college. She also brings instructional and curriculum expertise, a deep understanding of working with at-risk children, and an entrepreneurial spirit. Additionally, she possesses the necessary combination of an eagerness to embrace an innovative approach and grounding in the practical details of effective schools. Initially, Jennifer will also devote time to student discipline, school culture and student behavior. She will work with the Executive Director to implement a culture that both provides enough structure to allow students to flourish and also promotes a growing sense of independence and ownership of their behavior as they mature. She will oversee the implementation of all adult and student components of school culture. Based on her current experience and instructional

expertise, she will also support our technology plan in terms of both digital content and student data management.

Jennifer has the background and skills that we seek in a Principal-in-Residence. She has extensive teaching and district leadership experience and, as site director for the By The Hand Altgeld site, she has direct experience working with the student population that we anticipate serving. Jennifer holds a Masters in school business management from Northern Illinois University, a Masters in education from Northwestern University and a Type 75 certificate.

As the site director for the By The Hand Club Altgeld Gardens site, Jennifer has demonstrated the skills that we seek for the Chicago Education Partnership school Principal. Jennifer has outstanding skills in the following key areas:
- Driving academic outcomes (please see the By The Hand data in response to section 2.2.b)
- Identifying, interviewing and selecting instructional staff
- Supervising, training and evaluating instructional staff
- Developing a strong culture, guiding classroom management and setting high expectations for students and staff
- Building meaningful relationships with the community and external partners, including Principals of other schools
- Developing strong relationships with parents and students

Together, Michael Rogers and Jennifer Richardson have a depth and breadth of experience that we seek in our instructional leadership team.

> **2.3 Educational Goals and Assessment Plan**
> **a. Educational Goals and Metrics:** *Identify academic, non-academic, and mission-specific goals and metrics for the proposed school. Include a table that details the school's quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. For high schools, include goals for graduation rates, leading indicators (e.g. freshman on track), college acceptance and persistence rate, as well as goals related to career readiness. Sample goals and metrics tables are provided on pp. 13-14 of the Answer Manual. Please describe how your Design Team determined these goals and why these goals are appropriate for the school's intended population.*

Chicago Education Partnership is committed to aligning our educational goals and metrics to the new CPS School Quality Rating Policy. As we are administering NWEA in kindergarten, we can begin tracking our performance on the related metrics in our first year of operation. We anticipate that we will be able to push student growth year over year as we extend the length of time that we are working with our students and hone our model. The following table details our goals for our first four years of operations:

Metric	Tested/ Reviewed	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021
National School Attainment Percentile on the NWEA Reading Assessment	3x / year	Above 50th percentile	Above 55th percentile	Above 60th percentile	Above 65th percentile	Above 70th percentile
National School Attainment Percentile on the NWEA Math Assessment	3x / year	Above 50th percentile	Above 55th percentile	Above 60th percentile	Above 65th percentile	Above 70th percentile
National School Growth Percentile on the NWEA Reading Assessment	3x / year	Above 50th percentile	Above 55th percentile	Above 60th percentile	Above 65th percentile	Above 70th percentile
National School Growth Percentile on the NWEA Math Assessment	3x / year	Above 50th percentile	Above 55th percentile	Above 60th percentile	Above 65th percentile	Above 70th percentile

Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments	3x / year	Above 50th percentile	Above 55th percentile	Above 60th percentile	Above 60th percentile	Above 60th percentile
Average Daily Attendance Rate (Grades K-8)	Daily	Above 95th percentile	Above 95th percentile	Above 95th percentile	Above 95th percentile	Above 95th percentile
PARCC				Grades 3	Grades 3,4	Grades 3,4,5
School culture survey	Quarterly	TBD	TBD	TBD	TBD	TBD

b. Student Assessment Plan: *(i) Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in **Section 2.3.a. Educational Goals and Metrics** over the course of the five-year contract. Create and include a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level, as well as the timing of their administration (please see pp. 15-16 of the Answer Manual for sample Assessment Tables).*

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

Much like the overall design of the school model, the assessment plan of CEP is designed with a holistic mindset. Individual students will be assessed by their classroom teachers on a daily and weekly basis through locally designed formative and summative assessments. Our curriculum partners also provide additional formative and summative assessment supplements which will assist in determining student understanding. Through participation in our problem-based learning experiences, students will have opportunities to demonstrate application of skills and critical thought processes. Our use of NWEA MAP tests will allow CEP to determine individual student growth and compare our student progress to a national peer group. Finally, when implemented, the PARCC test will provide a CCSS aligned test that allows for national benchmarking of the students and entire school.

Assessment	Description	Why Chosen? For whom?	Frequency?
NWEA's MAP for Primary Grades and NWEA's Measures of Academic Progress (MAP)	These are computer-assisted, nationally-normed tests that provide comparisons for individual students on a longitudinal basis and comparison vis-à-vis a national peer group	These exams give teachers and all school personnel feedback on students' current skill level. Grades K-8	We will deploy NWEA MAP for Primary Grades and MAP for grades 3-8, three times a year: Sept., Dec. and May
Interim assessments will be administered with results used by teachers to adjust their pacing, modify instruction and identify students needing additional help or rigor.	Regular assessments to determine student mastery of concepts/content. Data can be collected and analyzed quickly to put in place appropriate intervention strategies.	Teachers will write assessments with guidance from School Leader and expert consultants to assure alignment with scope/sequence, learning outcomes and standards.	2-4 weeks
Authentic, project-based assessments	Projects that are aligned to the curriculum assess children's ability to access and synthesize information.	For students to show some self-selection and develop habits of planning larger scale projects that include authentic application of key concepts/skills.	3-5 weeks
PARCC	Will provide all stakeholders with the tools needed to identify whether students — from grade 3 through high school — are on track for postsecondary success, where learning gaps may exist and how to address gaps.	State benchmark test. Grades 3-8	Two times/year

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

Chicago Education Partnership will be a data-driven school where teachers regularly assess students through multiple formats and analyze the corresponding data to drive and personalize instruction. In addition, with the data generated through student assessment, CEP teachers and administrators will have rich and actionable data through our digital content providers, Lexia and ST Math.

Instructional faculty will administer the following assessments of student learning:
- Diagnostic / Benchmark – NWEA MAP for Primary Grades, NWEA MAP. Given 3x/year
- Formative – Teacher developed. Given daily/weekly
- Summative – Teacher developed. Given at teacher discretion throughout individual units

Teachers will engage in data analysis on a periodic basis throughout the school week. Our school will employ an early-release Wednesday. This will allow for grade-level planning time, discussion of individual student progress, collaboration on instructional strategies, and integration of lesson plans. Additionally, there will be opportunities for goal setting and progress assessment, as well as developing, adjusting, and modifying instructional plans to ensure students are on track to meeting their learning goals. In addition to our early-release days, we will also have quarterly professional development days which will provide teachers the time to do deeper data analysis to refine teaching plans, identify students for tutoring and additional rigor, and analyze data across grade level.

The Executive Director, Principal, Director of Blended Learning and Assessment, and the Reading Specialist, will help train, lead, and participate in data analysis and review days. Additional outside experts will be utilized where appropriate.

The school will embrace a professional learning community culture. This PLC model will enable the review of formative and summative assessment data and allow for faculty to utilize this data to drive instructional decision making. The school leadership team will establish the conditions and provide the resources necessary to maintain the PLC culture within the school. This support will include such things as: providing all necessary resources, making school and class schedule adjustments that allow the necessary time to collect, analyze, constructively use the data, and establishing clear methods of communication to facilitate information dissemination to all stakeholders. PLCs will be led by the lead teachers.

As defined by Rick DuFour and Robert Eaker in their book *Professional Learning Communities at Work,* the tenets of a PLC include:

1. Shared mission, vision, and values. The *sine qua non* of a learning community is shared understandings and common values. What separates a learning community from an ordinary school is its collective commitment to guiding principles that articulate what the people in the school believe and

what they seek to create. Furthermore, these guiding principles are not just articulated by those in positions of leadership; even more important, they are embedded in the hearts and minds of people throughout the school.

2. Collective inquiry. The engine of improvement, growth, and renewal in a professional learning community is collective inquiry. People in such a community are relentless in questioning the status quo, seeking new methods, testing those methods, and then reflecting on the results. Not only do they have an acute sense of curiosity and openness to new possibilities, they recognize that the process of searching for answers is very valuable. Furthermore, their search is a collective one. Collective inquiry enables team members to develop new skills and capabilities, which in turn lead to new experiences and awareness. Gradually, the heightened awareness is assimilated into fundamental shifts in attitudes and beliefs. Ultimately, it is this ability to examine and modify beliefs that enables team members to view the world differently and make significant changes in the culture of the organization.

3. Collaborative teams. The basic structure of the professional learning community is a group of collaborative teams that share a common purpose. Some organizations base their improvement strategies on efforts to enhance the knowledge and skills of individuals. Although individual growth is essential for organizational growth to occur, it does not guarantee organizational growth. Thus, building a school's capacity to learn is a *collaborative* rather than an *individual* task. People who engage in collaborative team learning are able to learn from one another, thus creating momentum to fuel continued improvement. On the other hand, team *learning* is not the same as team *building.* The latter focuses on creating courteous protocols, improving communication, building stronger relationships or enhancing the group's ability to perform routine tasks together. Collaborative team *learning* focuses on *organizational* renewal and a willingness to work together in continuous improvement processes.

4. Action orientation and experimentation. Professional learning communities are action oriented. Members of such organizations turn aspirations into action and visions into reality. Not only do they act; they are unwilling to tolerate inaction. They recognize that learning always occurs in a context of taking action, and they believe engagement and experience are the most effective teachers.
An important corollary of the action orientation is a willingness to experiment-to develop and test hypotheses. Members of professional learning communities are often asked to develop, test, and evaluate theories. They reflect on what happened and why, develop new theories, try new tests, evaluate the results, and so on. This willingness to experiment is accompanied by a tolerance for results that may be contrary to what was anticipated. While traditional organizations tend to brand such experiments as failures and then seek to assign blame, learning organizations consider failed experiments to be an integral part of the learning process-opportunities to learn and then begin again more intelligently.

5. Continuous improvement. A persistent discomfort with the status quo and a constant search for a better way characterize the heart of a professional learning community. Continuous improvement requires that each member of the organization is engaged in considering several key questions:
    a.   What is our fundamental purpose?
    b.   What do we hope to achieve?
    c.   What are our strategies for becoming better?
    d.   What criteria will we use to assess our improvement efforts?

A commitment to continuous improvement is evident in an environment in which innovation and experimentation are viewed not as tasks to accomplish or projects to complete, but as ways of conducting day-to-day business, forever. Members of a professional learning community recognize and celebrate the fact that mission and vision are ideals that will never be fully realized, but must always be worked toward. In short, becoming a learning community is less like getting in shape than staying in shape-it is not a fad diet, but a never-ending commitment to an essential, vital way of life.

6. Results orientation. Finally, a professional learning community realizes that its efforts to develop shared mission, vision, and values; engage in collective inquiry; build collaborative teams; take action; and focus on continuous improvement must be assessed on the basis of *results* rather than *intentions.* Unless initiatives are subject to ongoing assessment on the basis of tangible results, they represent random groping in the dark rather than purposeful improvement. [7]

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

Chicago Education Partnership believes strongly that parents and students need regular and actionable information about academic achievement and progress. One of the primary sources of information for parents and students will be our Learning Management System (LMS) which will provide them with continuous access to student grades and assessment information. In addition, we will hold quarterly parent teacher conferences to review student achievement and progress against their personalized learning plans.

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[7] Dufour, Richard, and Robert Eaker. *Professional Learning Communities at Work*. Bloomington: Solution Tree, 1998. Print.

2.4 Curriculum and Instruction
a. Curriculum: *(i) Provide a brief description of the proposed curricula and supporting materials for each subject and outline the rationale for curriculum development or selection decisions. How will the proposed curricula further the mission of the school? (ii) Provide evidence that the proposed curricula are research-based and have been effective with students similar to those the school expects to serve. Also include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. (iii) Explain how teachers will know what to teach and when to teach it; include the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.);21 (iv) Describe the curriculum development and revision processes by which school leaders and teachers will evaluate and revise the curricula to ensure its continued effectiveness in driving academic achievement and growth for all students, alignment to state standards, and alignment from grade to grade.*

• Attach a course scope and sequence by subject for each grade level being proposed. (Please see p. 17 of the Answer Manual for a sample Scope and Sequence for illustrative purposes.)

• Attach a curriculum map and/or pacing plan that identifies course outcomes, demonstrates a clear alignment with appropriate state and Common Core State Standards, and illustrates alignment from grade to grade. (Please see p. 17 of the Answer for a sample planning map for illustrative purposes.)

• Attach a timeline (from authorization through the July prior to opening) that outlines plans to develop curricula for the proposed school prior to school opening. The timeline should specify which individuals will be responsible for completing key tasks at each stage of the process. Indicate how this timeline aligns with teacher hiring and professional development calendars.

"The business of schools is to design, create, and invent high-quality, intellectually demanding work for students: school work that calls upon students to think, to reason, to use their minds well and that calls on them to engage facts, and understandings whose perpetuation is essential to the survival of the common culture and relevant to the particular culture, group, and milieu from which students come and in which they are likely to function." Phil Schlechty*, Inventing Better Schools.*[8]

Core Curriculum
Chicago Education Partnership will utilize Core Knowledge as the primary source for the curriculum in all core subject areas. Core Knowledge is a common core aligned, research based curriculum that has been highly successful with students similar to the ones we expect to serve.   Core knowledge is guided by the theory that "knowledge builds on knowledge. The more you know, the more you are able to learn."[9] Core Knowledge was developed to provide schools with a coherent, cumulative and content specific scope and sequence that ensures that students have the body of knowledge necessary for reading achievement and academic success. According to E.D. Hirsch, Jr., the founder of the Core Knowledge Foundation and author of several education related books, "Specific subject-matter knowledge over a

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[8] Schlechty , Phil. *Inventing Better Schools: An Action Plan for Educational Reform*. San Francisco: Jossey-Bass, 2001. Print.
[9] http://www.coreknowledge.org/sequence

broad range of domains is the key to language comprehension – and, as a result to a broad ability to learn new things. It is the cornerstone of competence and adaptability in the modern world." [10]

Core Knowledge "provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education….Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills build." [11]

Core Knowledge provides a detailed scope and sequence for (see attached scope and sequence):
- Language Arts/English
- History and Geography
- Visual Arts
- Music
- Mathematics
- Science

Several research studies have demonstrated that Core Knowledge has a significant positive effect on student outcomes. For example, an Oklahoma City Study compared ITBS outcomes for students with similar demographics enrolled in schools that used the Core Knowledge curriculum (about 50% of the district schools) to their counterparts at district schools that were not using Core Knowledge. The study revealed that students receiving Core Knowledge scored significantly higher in reading comprehension, vocabulary, science, math concepts, and social studies.[12] Additionally, Core Knowledge has been successfully implemented in charter schools across the country with positive outcomes at several well-known schools including the Icahn Network of schools in New York City.

In addition to the Core Knowledge Sequence, Core Knowledge has developed a detailed curriculum with lesson plans and pacing guides for language arts for K-3rd grade (CKLA) which has had demonstrated success in a New York City pilot. In the three-year pilot, CKLA was used in 10 low-income schools and results were compared to 10 demographically matched schools which did not use CKLA. The results were impressive in that CKLA showed higher scores on all tests administered (Woodcock-Johnson III and TerraNova Reading, Social Studies and Science). Based on the success of the CKLA pilot, we plan to adopt it as the core language arts curriculum for our early primary grades. We have attached the detailed teacher guide for Kindergarten Unit 1 (weeks 1 and 2) as a sample of the curriculum map/pacing guide that we intend to utilize. Please note that as this attachment is over 100 pages long, we are not including the teacher guides for other grades; however they are available upon request. The CKLA teacher guides mirror what we will create for other subject matter and other grade levels.

Supplemental Curricula
Singapore Math
CEP will utilize Singapore Math as the supplemental math curriculum. Singapore Math is recommended by Core Knowledge as a companion to the Core Knowledge Sequence. Singapore Math is a widely used math curriculum that was developed in 1998 to bring the high performing math education program in

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[10] Hirsch, E.D. . "(Hirsch, American Educator Winter 2009-2010 p. 8." *American Educator*. 12 1999: 6-10. Print.
[11] http://www.coreknowledge.org/about-the-curriculum
[12] Taylor, Gracy, and George Kimball. Oklahoma City, OK. School District. *Equity Effects of Core Knowledge*. Oklahoma City, OK: , 2000. Print.

Singapore to the US. Singapore math is used by schools across the country with great success to serve student populations similar to ours. One such example is KIPP Empower, a high performing blended learning school in LA.

FOSS

We will utilize FOSS as our supplemental science curriculum. FOSS is recommended by Core Knowledge as a companion to the Core Knowledge Sequence. FOSS is a research-based science curriculum for elementary and middle school students that "is designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century." FOSS includes four pedagogies which are consistent with our mission and vision: active investigation, recording in science notebooks, reading in FOSS Science Resources, and assessments.

<u>**Supplemental Online Curriculum**</u>

Chicago Education Partnership will open with both a reading and math online content provider. We have researched several online content providers and have selected Lexia and ST Math as the proposed online programs. However, we recognize the importance of testing these products directly prior to making a final decision. As such we will pilot these programs over the course of the next 18 months with the By The Hand after-school program and we will utilize the findings from these pilots to inform our final decisions related to digital content providers.

Lexia Core 5

Lexia is a research based, common core aligned, online reading curricula that provides personalized learning on foundational reading skills for students in grades K-5 with a focus on the six areas of reading instruction:

- Phonological awareness
- Phonics
- Structural Analysis
- Automaticity and Fluency
- Vocabulary
- Comprehension

Lexia assesses students and places them at the proper level to work independently on reading skills. The program provides students with immediate corrective feedback and scaffolding and advances them as they demonstrate proficiency. Lexia is aligned with NWEA MAP and provides teachers with meaningful, timely, and actionable data that they can use to drive instruction. Several studies have demonstrated that Lexia accelerates the development of foundational literacy skills, supports English Language Learners and assists schools in closing the achievement gap. Lexia has also demonstrated success with student populations similar to the student population in Austin.

ST Math

ST Math is a game-based instructional software for K-5 students which uses a visual approach to teaching math. ST Math is a research based program that is used in over 1,700 schools across 30 states. With ST Math, students progress at their own pace and advance to the next level through demonstrated mastery. ST Math provides students with immediate, instructive feedback and provides teachers with the data that they need to both drive and differentiate their instruction. ST Math has demonstrated tremendous success in advancing math proficiency across the country and has been used by Chicago

Public Schools with tremendous success. A study conducted by the MIND Research Institute (the creator of ST Math) compared 14 low-performing CPS schools that implemented ST Math to 150 low-performing schools that did not implement ST Math and found that the schools that implemented ST Math saw a one-year 13% increase in students meeting/exceeding ISAT standards while the comparison group had a 6.7% increase in students meeting/exceeding ISAT standards.

Curriculum and Lesson Plan Development

Understanding by Design (UbD) is a unit and lesson design framework for improving student achievement. UbD works within the standards-based curriculum to help teachers identify student learning goals, construct meaningful, relevant, targeted assessments to reveal student understanding, and craft effective and engaging learning activities that develop skills and critical thinking. In the UbD model, effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until learning objectives have been clarified and assessments designed. Student and school performance gains are achieved through purposefully designed lessons, regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. As a result, students engage in rigorous, highly relevant activities that promote deep, enduring understandings of key concepts and processes while learning to apply their knowledge in authentic problem-solving settings.

UbD transforms the CCSS, Core Knowledge curriculum, and our supplementary curriculum into focused learning targets based on "big ideas" and transfer tasks – what will students know and be able to do. As Grant Wiggins and Jay McTighe elaborate in *Understanding by Design*, this backward planning model takes place in three stages:

Stage 1: Identify desired results

What should students know, understand, and be able to do? What content is worthy of understanding? What *enduring* understandings are desired? In Stage 1 we consider our goals, examine established content standards (national, state, district), and review curriculum expectations.

Stage 2: Determine acceptable evidence

How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and proficiency? The backward design orientation suggests that we think about a unit or course in terms of the collected assessment evidence needed to document and validate that the desired learning has been achieved, not simply as content to be covered or as a series of learning activities.

Stage 3: Plan learning experiences and instruction

With clearly identified results and appropriate evidence of understanding in mind, it is now the time to fully think through the most appropriate instructional activities. Several key questions must be considered at this stage of backward design: What enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies) will students need in order to perform effectively and achieve desired results? What activities will equip students with the needed knowledge and skills? What will need to be taught and coached, and how should it best be taught, in light of performance goals? What materials and resources are best suited to accomplish these goals?[13]

Utilizing the CCSS, Core Knowledge, and our supplementary curriculum materials, all of our faculty will undergo training in the Understanding by Design model prior to the start of school. After training,

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[13]Wiggins, Grant, and Jay McTighe. *Understanding by Design*. ASCD, 2005. Print.

teachers will be provided with summer workshop opportunities to develop unit and lesson plans utilizing the UbD model.

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

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

There are multiple instructional strategies that can be effectively utilized in most classroom settings. Within our instructional model, students will be exposed to a variety of learning environments that include: direct instruction, small group instruction, problem based learning, and technology assisted learning. In each of these modalities, our teachers will employ a variety of instructional strategies to effectively engage students. Additionally, our teachers will use both formative and summative assessment data to determine the needs of their students and the appropriate instructional strategies to increase academic achievement.

Blended Learning Model
Chicago Education Partnership will implement a blended learning model that incorporates best practice from several highly successful charter schools and networks across the country including, Firstline Schools, Rocketship Education, and KIPP LA, among others. Through our research, we have found that the following elements lead to strong academic performance and outcomes:

Technology Enabled Instruction
Use of technology and its integration into instruction will be pervasive throughout the school. There will be multiple computer labs across the school as well as computer stations in every classroom in the early primary grades and 1:1 devices in the upper primary and middle school grades. This will enable students to have the opportunity to access online academic content at any time. Additionally, technology will provide both the students and teachers with data to help them track progress and mastery. The technology and online content will facilitate differentiation both in the classroom and through the use of the computer labs. At a minimum, students will spend 60 minutes per day working independently in the computer lab setting.

Computer assisted instruction can be effectively used to deliver explicit core instruction, drill and practice opportunities, topic and standard review, remediation, acceleration, and to provide a personalized individualized learning experience which tracks progress and provides data for further instructional decision making.

By utilizing technology enabled devices and the most effective software, we will generate immediate feedback and usable data to inform student learning. Students will have a learning environment that is crafted to meet their individual learning needs, their optimal pace and their changing levels of mastery. They will be guided by expert faculty who will be informed by 21st century learning tools that allow them to capitalize on the ability of technology and data to inform, direct, and personalize instruction. Effective

utilization of adaptive and engaging devices and content will produce measurable learning growth in students.

Rotational Model

The daily schedule will include a 90-minute humanities block and a 90-minute STEM block. During these blocks, 45 students will be rotated through three activities in groups of 15 students: direct instruction with a lead teacher, project based or group learning with an apprentice teacher, and individualized computer instruction in a computer lab. During the computer lab portion of the rotation, RtI tier 3 students and students with IEPs will receive targeted interventions and individualized support from a dedicated interventionist, tutor or special education teacher.

Flexible Groupings

Students will be grouped in a variety of ways for both the direct instruction and project based or group instruction portions of their rotations. Teachers will utilize a combination of ability grouping, heterogeneous grouping and targeted grouping to hone in on a specific skill that a handful of students may be having difficulty with.

Project Based Learning

PBL serves to teach content by presenting the students with a real-world challenge that allows them to directly apply knowledge in a problem based format. Teaching content and critical thinking through real world application is one of the primary distinguishing features of PBL.

Often, instructors introduce students to teacher determined content via lecture and texts. After a pre-determined amount of content is presented, students are tested on their understanding in a variety of ways. PBL, in contrast, is more inductive: students learn the content as they try to address a problem. There are typically reasonable solutions based on application of knowledge and skills deemed necessary to address the standards or problem/issue. The solution therefore is partly dependent on the acquisition and comprehension of facts, but also based on the ability to think critically and apply knowledge.

Learning opportunities are relevant to the students and learning goals are partly determined by the students themselves. This places partial and explicit responsibility on the students' shoulders for their own learning. Creating assignments and activities that require student input also increases the likelihood of students being intrinsically motivated to learn.

Small Group Instruction

Small group instruction is effective in addressing the needs of students requiring remediation or accelerated learning. Both strategies allow teachers to address the individual needs of learners in an effective and efficient manner and create an environment that is conducive to learning for students who need a differentiated approach.

Competency Based Learning

Teachers will utilize competency based learning to allow students to progress at their own pace and advance once mastery is achieved. Competency based learning replaces the traditional time-based approach. By allowing students to progress at their own pace and engage in challenging work, they are more likely to develop an intrinsic motivation/growth oriented mindset. Through this approach, teachers will create well defined and measurable learning objectives and share them with students, allowing them to become increasingly independent and in control of their learning. Students who do not reach mastery initially will receive the targeted supports that they need to master both skills and

content. Competency will be evaluated through frequent formative assessments which will provide teachers with the data that they need to implement targeted interventions and supports for struggling students.

Individual Tutoring

Students will receive individualized tutoring and support though our after-school partner, By The Hand. This will provide students with targeted support to successfully acquire and master new skills. The tutoring will be aligned with the instruction that students receive during the school day in a cohesive and coordinated manner.

Instructional Models

Teachers in the Chicago Education Partnership school will be coached to utilize the instructional strategies suggested by two research based, highly regarded and widely utilized books: *Classroom Instruction that Works* by Robert Marzano, Debra Pickering, and Jane Pollock, and *Teach Like a Champion* by Doug Lemov. These two works will provide teachers with guiding principles and specific techniques to use in all instructional settings and across every discipline.

As Marzano states in *Classroom Instruction That Works*, "As a result of analyzing the achievement scores of more than 100,000 students across hundreds of schools, researchers concluded that the most important factor affecting student learning is **the teacher**. More can be done to improve education by improving the effectiveness of teachers than by any other single factor. (Sanders & Horn, 1994; Wright, Horn, & Sanders 1997)."[14] Robert Marzano et. al., identified nine categories of instructional strategies that have a high probability of enhancing student achievement for *all students in all subject areas at all grade levels*. To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception in our school. This will require teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement.

As stated in *Classroom Instruction that Works*,

> "One of the most important influences on student achievement is the relationship between the teacher and students (Hattie, 2009). If you ask any student what makes a good teacher, the answer is likely to be something that reflects the importance of this relationship. Teachers who have good relationships with students care about students as people and learners. They hold high expectations for their students, convey these expectations to their students, and help their students meet these expectations. They design learning activities that are worthy of students' effort, are relevant to students' lives, and require higher-order thinking (Brophy, 2004). They are warm and empathetic and establish a sense of community within the classroom where they respect students and where students respect them and one another (Goodwin, 2011). When teacher–student relationships are not strong, student learning suffers.

> Inherent to establishing a positive learning environment is a growth mindset, which means teachers view student achievement as something that can be changed through "application and experience" (Dweck, 2006, p. 7). Teachers' words and actions make it clear that student achievement depends on hard work and effort and is not set in stone by past performance.

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[14] Marzano, Robert. *Classroom Instruction that Works*. London: Pearson, 2013. Print.

When teachers promote a growth mind-set, they focus students on "self-development, self-motivation, and responsibility" and help them develop the mental determination to continue improving and learning (p. 107). The strategies included in the first section of the organizing framework for this book (Setting Objectives and Providing Feedback, Reinforcing Effort and Providing Recognition, and Cooperative Learning) promote a growth mind-set and help teachers establish positive student–teacher relationships. In addition, these strategies help students develop a belief in their ability to positively affect their learning. This increased self-efficacy motivates students to engage in learning and persist when they encounter difficult content. The strategies in the remaining categories also contribute to positive student–teacher relationships by providing opportunities for higher-order thinking." [15]

Marzano et al identify nine teaching strategies that are correlated with increases in student achievement:

1. Identifying similarities and differences
   This instructional strategy includes both teacher and student-directed identification of similarities and differences as well as representation of similarities and differences in a graphical or symbolic form. Teachers will accomplish this through comparisons, classification, creation of metaphors and creation of analogies.

2. Summarizing and note taking
   Students will be taught summarizing and note taking techniques at every grade level. Summarizing will be taught through reciprocal teaching which provides a structured approach to teach summarizing, questioning, clarifying and predicting to students while providing them with gradually released independence.   Students will also be taught note taking techniques which will start with a non-linear approach in the early primary grades and become increasingly sophisticated as students mature culminating in the use of the Cornell Note Taking System in the upper elementary grades.

3. Reinforcing efforts and providing recognition
   Students' beliefs must recognize that there is a correlation between effort and achievement, not that achievement is simply the result of each student's abilities. Teachers will teach and illustrate that effort and achievement are linked and will recognize students for their individual progress and achievements. Our individualized learning plans will establish personal goals for each student and our mastery based approach will recognize students for their efforts rather than their performance relative to other students.

4. Homework and practice
   Homework and practice are a core component to driving student achievement. This will be done, in large measure through the use of technology and the after-school partnership. CEP will have a clearly defined homework policy that varies the homework expectations by grade and subject matter. As recommended by Marzano, homework assignments will clearly outline their purpose and outcomes and teachers will provide feedback on all homework assignments. Practice will occur, in large measure, during student time in the computer lab; the adaptive nature of the digital content will enable students to adapt and shape the skills that they have learned.

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[15] Ibid

5. Nonlinguistic representations
    Teachers will utilize a variety of non-linguistic tools to deliver content to assist students in processing, organizing, and representing knowledge. These might include: graphic organizers, graphic representations, physical models or manipulatives, mental pictures, and kinesthetic activities. This will be supplemented through our computer based instruction which will utilize a wide variety of non-linguistic tools to deliver content.

6. Cooperative learning
    Students will engage in cooperative learning on a regular basis across all subjects. During the daily 90-minute math and ELA blocks, students will spend 30 minutes doing project based work both individually and in small groups. The group work will intentionally engage students in cooperative learning through carefully designed projects that require collaboration and interdependence. Teachers will build group work skills and will facilitate the process to ensure that all students are actively participating and that students' interdependence is positive. In addition, they will develop and hold students accountable for these efforts both on an individual and group basis.

7. Setting objectives and providing feedback
    All students will have a personalized learning plan (PLP) that establishes specific goals and objectives on a quarterly and annual basis. The PLP will be tailored to each individual student's learning profile and will be based on each student's developmental needs, skills, and interests. PLPs will be developed in collaboration with students, parents and the curricular team. In addition, students will have weekly goals and objectives that are established by the master teachers both for their direct instruction and their computer based instruction. Students will receive ongoing and regular feedback on their work. The computerized instruction provides instantaneous feedback to students and allows them to monitor their own progress. Teachers will also provide meaningful feedback on the work that students complete as well as on assessments. Further, as academic attainment is mastery based, students will have the opportunity to repeat tasks until they can achieve success.

8. Generating and testing hypotheses
    Through this strategy, teachers will guide students in their application of knowledge through deductive and inductive reasoning. Students will use a variety of tasks in this process including: systems analysis, problem solving, historical investigation, invention, experimental inquiry, and decision making.

9. Cues, questions, and advance organizers
    This strategy is founded on the idea that you can improve learning by activating prior knowledge. Teachers will utilize higher order questioning throughout a lesson and focus questions on the most important information. Teachers will utilize a combination of explicit cues, questions that elicit inferences and analytic questions. Further, they will incorporate advance organizers into lessons in order to present new content. [16]

In *Teach Like a Champion*, Doug Lemov details 49 strategies that emerged based on observations of highly successful teachers including many teachers from Uncommon Schools, a charter network which

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[16] Ibid

serves similar student populations to those that Chicago Education Partnership intends to serve. The strategies are meant to serve as a "tool box for closing the achievement gap."(p3) This work complements Marzano's strategies by providing specific and concrete techniques that teachers will use to increase their efficacy. Lemov organizes the 49 techniques into seven areas:

1. Setting high expectations
   Lemov defines five strategies that Chicago Education Partnership will embrace is establishing a culture of high expectations. These include:
   - No Opt Out: When teachers ask questions, they will not allow students to refuse to answer or simply say that they don't know the answer. Instead, all students who are unable to answer initially will provide the correct answer before moving on.
   - Right is Right: Teachers will establish a high standard for correctness in their classrooms.
   - Stretch It – Teachers will check for understanding by asking follow-up questions to extend the learning and demonstrate mastery.
   - Format Matters – Teachers will establish and model high expectations for grammatical format, complete sentences, auditable spoken responses and unit format (for math and science)
   - Without Apology – Teachers will not fall into the trap of lowering expectations in how they talk about subject matter by apologizing for content, assuming that it is boring, blaming it or making it accessible by diluting it.

2. Planning that ensures academic achievement
   Teachers will engage in a planning process that focuses on developing and delivering lessons in a manner that enhances the learning experience for students. To this end, Lemov identifies several planning techniques that will be implemented in our school:
   - Begin with the End: This technique is critical to our success in ensuring mastery. The unit planning process will follow the Understanding by Design methodology as described in the response to section XX. The daily lesson planning process will follow Lemov's protocol which consists of defining the objective of the lesson, determining how mastery will be assessed and planning an activity to promote mastery.
   - 4Ms – This technique assists in developing useful and effective objectives. Lesson plan objectives will be manageable, measurable, made first (or defined in advance) and will focus on what is most important.
   - Post It – Teachers will visibly post daily objectives in their rooms.
   - Double Plan – Teachers will plan not only for what they are doing during a lesson but also what their students are doing during a lesson.
   - Draw the Map – Teachers will plan for the use of the physical environment to support the lesson that they have planned.

3. Structuring and delivering your lessons
   Lemov identifies ten techniques for structuring and delivering lessons and to implement the I/We/You process. This process starts with direct instruction and transitions to guided practice and then to independent practice. Chicago Education Partnership will implement the I/We/You process in several manners including through the student rotation from direct instruction to computerized instruction to small group/project based learning. During the direct instruction component, teachers will provide an introduction, provide specific steps to break down complex tasks, identify the information that students should retain from the lesson, and circulate through the room. During the guided practice component, teachers will break down difficult

concepts into component parts, push the higher order work to students and check for understanding to determine students' mastery of the lesson. During the independent practice component, teachers will ensure that students that students practice skills in a variety of formats until they can do them independently. Further, teachers will use exit tickets at the end of their lessons to check for mastery and plan for the following lesson.

4. Engaging students in your lessons
    Lemov identifies a number of techniques to engage students and involve them in the lesson that we will employ at Chicago Education Partnership. In particular, teachers will utilize cold calling as a technique to prepare all students to answer the questions posed to the class, whole class call and response, waiting a few seconds after asking a question before requesting a student response, and asking all students to reflect in writing prior to launching a discussion.

5. Creating a strong classroom culture
    Classroom management and culture are cornerstones for success at Chicago Education Partnership. Our goal is to create a learning environment where students strive for excellence, exhibit strong character, enjoy themselves, and achieve success. As described in response to question2.1.f (Behavior and Safety), Chicago Education Partnership is implementing a PBIS discipline program based on the research of Fred Jones which aligns with the approaches in the strategies described by Lemov. Lemov establishes five principles of classroom culture which should be used in combination to develop a strong classroom culture that "sustains and drives excellence."(p145): discipline, management, control, influence, and engagement. Chicago Education Partnership's teachers will teach students successful learning behaviors (discipline), reinforce behaviors through PBIS (management), engender students to choose to do what is asked of them (control), inspire students to be intrinsically motivated (influence), and engage students through a variety of mechanisms. To this end, our teachers will utilize the following techniques as described by Lemov:
    o Entry Routine: teachers will establish routines for entering the classroom and computer lab, obtaining materials and taking their seats.
    o Do Now: teachers will start each class with a short 3-5 minute activity. Instructions for the activity will be posted and students will engage in their Do Now activity without further direction from the teacher.
    o Tight Transitions: teachers will teach students to transition effectively from one activity to another. This will be especially important as students transition between the classrooms and the computer labs.
    o Binder Control: this technique expands upon the summarizing and note taking practices discussed above. Teachers will require students to utilize a binder for note taking and establish a standardized format for organizing the binder.
    o SLANT: teachers will provide instruction for skills that prepare students to fully engage in the learning process. SLANT stands for Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker. SLANT will be implemented school-wide.
    o On Your Mark: teachers will provide instruction to students about what is expected of them as they start class so that they can be prepared prior to the beginning of class.
    o Props: we will establish a school-wide mechanism for providing praise to students for a job well done.

6. Setting and maintaining high behavioral expectations

Much like setting high expectations for academics, teachers will also establish high expectations for classroom behaviors. Lemov identifies several techniques that we will utilize school-wide to develop a behavioral environment that is highly conducive to teaching and learning:

- o 100 Percent: CEP teachers will set an expectation that 100% of students will follow directions and maintain this as a standard.
- o What to Do: teachers address non-compliance by ensuring that students clearly understand the direction and have the tools they need to follow it. Teachers will actively work to distinguish between non-compliance due to defiance or incompetence and only give consequences to students engaged in defiant non-compliance. To address non-compliance due to incompetence, teachers will provide "specific, concrete, sequential, and observable" (p 179) directions.
- o Strong Voice: Teachers will use the following principles in their student interactions:
  - Economy of language – using a few words to make important points or give direction
  - Do not talk over –not speaking when there is other talking or noises in the classroom
  - Do not engage – maintaining the focus on the topic at hand
  - Square up/stand still – using non-verbal cues to convey the importance of directions
  - Quiet power – becoming slower and quieter to maintain control
- o Do It Again: Teachers will ask students to repeat routines or transitions that they do not complete correctly.
- o Sweat the Details: Teachers will create the perception of an orderly, organized classroom and school environment.
- o Threshold: Teachers will establish high expectations when students enter their rooms by greeting them upon entry.
- o No Warnings: Teachers will use interventions and consequences in place of an emotional response to student behaviors. They will act early, reliably and proportionately to misbehavior. Instead of giving warning, teachers will take action.

7. Building character and trust
Lemov recommends seven techniques that CEP will embrace to build character and promote trust. These techniques are consistent with our approach to character development and the implementation of our PBIS strategy.
- o Positive framing – Teachers will approach responding to student behavioral issues in a positive and constructive manner.
- o Precise praise – Rather than "cheap praise," precise praise is valued by students because it is genuine and describes what it is you are pleased with. It is important to differentiate acknowledgment and praise, i.e., acknowledge when students are doing a good job of following classroom routines, and praise (and acknowledge) loudly, fix softly.
- o Warm/Strict - Effective teachers can be both at the same time. It is permissible to be friendly, kind, good and humored, and at the same time, to be strict: high expectations for all.
- o The J factor - The J in J factor stands for Joy. This technique offers ideas to help students experience a joyful (and more successful) classroom environment.
- o Emotional constancy - An effective teacher keeps his or her emotions in check, and doesn't make it all about him or herself. Make your good moods about good performance, not about pleasing you. Modulate your emotions. Don't get worked up,

but model appropriate self control and restraint. Tie your emotions to student performance. When students are doing excellent work, show them how pleased and excited you are. At the same time, avoid making it all about being "disappointed."

- o Explain everything - Be sure your students understand why you do what you do, as the why is an important part of instruction. As you are teaching and correcting or redirecting behavior, it's important to explain what your expectations are and the purpose of your interventions. If students are reminded of your expectations and have a clear picture of what success is, they are more likely to pursue it.[17]

(iii) Describe any specific supports or requirements for implementing specific instructional strategies (e.g., co-teaching or aides, technology, physical space requirements, etc). Discuss how teachers will use different methods of instruction to meet the needs of all students, highlighting the three areas below.

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

Based on our experience working in the Austin neighborhood, we anticipate that many students entering kindergarten and first grade will be at-risk and may require significant remediation. We will administer the NWEA MAP for Primary Grades assessments in both reading and math as a diagnostic tool for all students upon enrollment. These assessments will be given over the summer to provide teachers with the information that they need to plan their instruction for the year. Teachers will utilize the assessment data to develop an individualized learning plan for each student. Assessment data will be reviewed weekly in our professional learning communities. This PLC model will enable the review of both formative and summative assessment data and allow our faculty to utilize this data to drive instructional decision making. In PLCs, teachers respond to data that require mutual accountability and modifying classroom practices as necessary.

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

CEP will utilize a Response to Intervention process to identify and meet the needs of all students who require remediation, including those who are below grade level through specific instructional strategies, programs, services and supports. Consistent with best practice as defined by the National Center of Response to Intervention, we will implement four essential components of RtI:

- Universal screening
  We will utilize NWEA MAP as our universal screening tool to be administered three times a year.

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[17] Lemov, Doug. *Teach Like a Champion*. New York: John Wiley, 2010. Print.

- Progress monitoring
  We will monitor student responses to all three tiers of RtI prevention though weekly formative assessments as well as data from their work on digital content and other student work. Teacher teams will utilize the weekly early release day to review the data and determine if students should shift from one tier to another.

- Data-based decision making
  Data based decision making is a core CEP strategy. It will guide us in our creation of lesson plans and pacing guides, review of curricular materials, assessment of instructional practices, and implementation of student interventions.

- Multi-level prevention system
  We will utilize three tiers of prevention:

  At the primary tier of prevention, teachers will provide all students with evidence based curriculum and instructional practices that incorporate differentiated instruction. This will be accomplished through small group instruction, computer assisted instruction that is targeted to meet students' individual learning styles and needs, project based learning and varied pacing.

  Students who are at high risk for poor learning outcomes, as identified through the screening process, will be placed in a secondary tier of prevention. They will receive targeted supplemental instruction through targeted small group instruction and tutoring.

  Students who are not making progress in tier 2 will progress to tier 3 and receive intensive supplemental instruction on a small group or individual basis.

Our rotational model provides us with several opportunities to provide students at each level of prevention with additional support. Our schedule will include a 90-minute humanities block and a 90-minute STEM block. During these rotations, a group of 45 students will be separated into three 15 student sub groups. Each sub group will spend 30 minutes in direct instruction, 30 minutes in a project based learning center and 30 minutes receiving computer assisted instruction during the 90-minute period. This will allow us to work with small groups in various modalities to provide targeted support. In addition, the computer based instruction will be personalized to provide students with instruction that meets their individual needs.

We anticipate that up to five of the 15 students receiving computer based instruction will require additional support through RtI interventions. Utilizing a highly successful model created by Firstline Schools in New Orleans, we have created breakout rooms adjacent to the computer labs which will be staffed by interventionists to work with these small groups providing them with individualized targeted supports. This will effectively provide up to 1/3 of the total student body with targeted intervention.

In addition, these supports will continue through the after-school program where students will continue to receive small group and individualized tutoring and instruction based on their areas of greatest need.

The articulation with the after-school program is a unique feature to our school and a critical component to our success. In order to facilitate a seamless learning experience for students, the interventionists will work part-time for CEP and part-time for By The Hand. They will work with the same students during the day and through the after-school program, coordinating the activities of both programs to

maximize the potential impact on students learning and engagement. These teachers will know the students' academic and social-emotional needs at a deep level and will be instrumental in working both with the school-based and after-school-based staff members to identify student needs and ensure that they are met.

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

As in our methodology for determining remediation needs, we will administer the NWEA MAP for Primary Grades assessments in both reading and math as a diagnostic tool for all students upon enrollment. These assessments will be given over the summer to provide teachers with the information that they need to plan their instruction for the year. Teachers will utilize the assessment data to develop an individualized learning plan for each student. This assessment data will be reviewed weekly in our professional learning communities. This PLC model will enable the review of formative and summative assessment data and allow our faculty to utilize this data to drive instructional decision making.

Our school will provide all students with evidence based curriculum and instructional practices that incorporate differentiated instruction. This will be accomplished through small group instruction, computer assisted instruction that is targeted to meet students' individual learning styles and needs, project based learning and varied pacing. It is through each of these modalities that our teachers will identify and meet the needs of our accelerated students. We expect that the level of growth achieved by this group of students will outpace the identified growth percentiles expressed in the assessment chart.

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

IDENTIFY:
Chicago Education Partnership is dedicated to meeting the needs of all students through extensive learning opportunities and academic rigor. We will ensure this happens through differentiated instruction and opportunities for a free and appropriate public education (FAPE) for all. Chicago Education Partnership will identify students with disabilities through a predetermined process, which will include steps as outlined through IDEA, Section 504 of the Rehabilitation Act, and Article 14 of the Illinois School Code. Students may be identified for the evaluation process through either a staff member (school personnel), personnel from an outside state or community service agency, or a parent

request for an evaluation. If any person outside of the school requests a Full and Individualized Evaluation (FIE), the request must be in writing and include a reason, date, and signature. The request for the FIE will be given to the school's principal or case manager. If a school staff member refers a student for an evaluation after specified suspicion of a disability and/or documented interventions have been attempted but unsuccessful, a student referral form will be completed with the school's case manager. The referral will include identifying information such as the student's grades, attendance, academic performance, behavior, classroom participation, observational data, and Response to Intervention (RtI) data.

Once students are identified as not meeting expectations, struggling with academics and/or social emotional needs, or suspected as having a disability, they will be offered small group, strategic interventions, based on identified needs in the classroom or school setting, through the RtI process as described above. Once it is determined that a student is not performing within the age/grade level expectations and is identified as needing RtI (classroom teachers will fill out a *Student at Risk* form) they will enter into a tier 2 intervention process. Students receiving RtI interventions will be monitored on a regular basis (see above) and their progress will be discussed during the weekly early release day to determine if changes need to occur. After documented interventions, the RtI coordinator and team (which may include principal, case manager, psychologist, and other necessary general education staff) will determine if a student can be exited, continue with the tier 2 interventions, or will need more intense interventions (tier 3). Once a student moves on to tier 3, he or she will follow the same eight-week process. At that point a determination will be made to continue support or refer for an FIE. The charter school staff will, within most circumstances, offer RtI interventions and document process and the student's response to those interventions (and how they impact classroom performance) before completing a referral. However, the referral for an FIE may take place if other known information about the student's needs is available, without the completion of the RtI process. Under these circumstances, the school team may begin and implement interventions through the evaluation process, which allows 60 school days for completion.

Once a student is referred for an FIE, the case manager will complete a referral and the assessment planning documents with the relevant team members. Chicago Education Partnership will notify parents of the decision to evaluate and will get consent to evaluate from the parents within 14 school days of the referral (either by the parent or by the school or agency personnel). As part of the process to identify a student with a disability, the multidisciplinary team (which will include but is not limited to parent(s), case manager, district representative, general education teacher, special education teacher, and any CPS related clinical service personnel determined appropriate through the assessment planning) will gather information from a variety of sources in order to determine a student's eligibility for special education. This information will include, but is not limited to, assessment tools and strategies, review of RtI data and other evaluation information, observations and interviews, and state and local assessments. The team will meet to discuss all aspects of the evaluation and come to a conclusion about eligibility and recommendations. Once a student is identified as eligible, the team will hold a meeting to make a plan which identifies strategies and supports that will be put in place in order to ensure student growth and success.

MEET NEEDS:
Chicago Education Partnership will work to meet the needs of all learners in the school community. Once becoming eligible for specialized services, Individualized Education Programs (IEPs) will be written for each identified student and followed by the team in order to best meet the academic and social/emotional needs. Individual student needs will be met by general education and special education

teachers, as well as assistant teachers, paraprofessionals, and clinicians as appropriate and as indicated in the IEP. The individualized plans will indicate the tools and strategies that the students need in order to successfully access the general education curriculum. Each student will be given the opportunity to access the curriculum, special area classes, and extra-curricular activities in the general education classroom to the maximum extent possible. Students will be placed in the least restrictive environment (LRE) and provided with support as indicated on the IEP. It is Chicago Education Partnership's intention to provide an inclusion model, with special education and general education teachers utilizing the Teaming or Alternative Teaching approaches. As determined appropriate and outlined in the IEP, students will also have small group, pull-out services available, as well as other forms of co-teaching methods. Students will receive specialized instruction throughout the regular block schedule, which will consist of rotations between direct instruction, project-based learning, and technology sessions. These forms of differentiated instruction will allow for various learning styles and preferences of all students to be met throughout the day. The rotations will allow for teachers to scaffold curriculum and concepts to meet the needs of both high-and low-performing achievers in each classroom. School, classroom, and individual goals will be set and modified on an on-going basis.

Students will be held to high expectations and given modifications and accommodations on an individual basis. Chicago Education Partnership's unique approach to learning through technology will allow for the exceptional learners to have access to programs and materials in a hands-on, individualized manner. The opportunity to rotate between direct instruction, project-based learning activities, and the computer lab will allow for all students to access materials in a variety of ways. Student growth and success will be measured on an on-going basis through formative and summative assessments, IEP progress monitoring, and state and local assessments. Staff will be offered regularly scheduled professional development opportunities. During these times, staff will learn, plan, and practice current educational strategies and trends in order to meet the needs of their student population. They will also be given time to analyze data and review assessment reports in order to measure student growth and make short-and long-term plans to strengthen teaching practices and meet the needs identified through the assessments.

Chicago Education Partnership will teach the student community a core set of values which will be transferred into their school work, extra-curricular activities, and general life skills. Students will be able to give feedback to the school personnel about how their education can be individualized in order to cater to their unique learning preferences and styles. The students will have opportunities to work in small group rotations based on interest and need. They will engage in academic experiences that align to the common core state standards and the school's vision for preparing students to be life-long learners. All learners will engage in a blended learning model with the opportunity to integrate technology into daily practices.

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

Chicago Education Partnership is built on a holistic partnership between the school and after-school program. The two will be interchangeable in terms of providing a character and values-based education to students. Not only will the academic environment be individualized, but the social-emotional learning opportunities will be as well. Chicago Education Partnership will utilize the skills and expertise of a licensed social worker to address needs relating to all at-risk situations. The social worker will be

available to provide direct or consultative services to students and their families regarding situations that may be negatively impacting the student's ability to reach their potential in school. The social worker will provide connections to families for resources in the community, will be an additional liaison with the after-school program, and will ensure that students in at-risk populations have equal opportunities to build the skills to become life-long learners and productive members of society.

Chicago Education Partnership will adhere to the regulations as outlined by the McKinney-Vento Act and the Illinois School Code with regard to homelessness. The school will ensure that students who are homeless will have equal opportunities and exposure to the school's curriculum, educational enrichment programs, health services, transportation, before-and-after-school programs, counseling, healthy meals, and supplies and materials. In addition, By The Hand employs a full-time Crisis and Compassion counselor to meet the needs of students and families who are in a crisis situation i.e., homelessness. The staff within the school community will be given professional development, activities, and information on homelessness in order to be able to provide all necessary support to the students in need.

Chicago Education Partnership will place an emphasis on student attendance and will utilize the school's social worker, administrators, clerks, and community partnerships in order to provide families with the resources they need to ensure that their children are present and on time for school every day.

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

Students at Chicago Education Partnership who are considered English Language Learners (ELL) or Limited English Proficient (LEP) will be identified initially through the Home Language Survey. Those students identified will then be assessed annually by the ACCESS for ELLs®. The ACCESS for ELLs® assessment measures a student's social and academic proficiency in English. Chicago Education Partnership will follow the state's guidelines for exit criteria scores in order for students to be considered English language proficient

• *Attach a completed ISBE Special Education Certification form.22*

> **d. School Calendar/Schedule:** *(i) Describe how innovations in the proposed school calendar and daily schedule will be utilized and how they will enhance student achievement. Note: If proposing a longer school day/year, please describe how your team has budgeted for overtime pay for faculty and staff, as appropriate. (ii) Describe how a typical teacher's days will be structured, explicitly explaining times devoted to the core teaching assignments, planning, and other activities as applicable (such as before or after school electives, remediation, lunch duty, advisory group, etc.). (iii) Describe how a typical student's day will be structured.*
>
> *• Attach the proposed school calendar and daily schedule using the school calendar template*
>
> *• Attach sample teacher and student schedules for a typical week*

We will provide students and families with a holistic learning experience from 7:30 in the morning through 6:30 at night through our continuum of services with our after-school partner, By The Hand Club For Kids. Students will arrive at the school at 7:30 for breakfast and begin their school day at 8:00. The CEP school day will be 8:00 to 3:30 Monday, Tuesday, Thursday and Friday and 8:00 to 2:00 on Wednesday. Immediately following the end of the school day, students will start their after-school program which will culminate with dinner from 6:00 to 6:30.

The school day is divided into five 90-minute periods on Monday, Tuesday, Thursday and Friday. For students, these periods are designed as follows:

- Two 90-minute rotational blocks, one Math and one ELA. During the rotational blocks, 45 students will rotate through three activities in groups of 15:
    - 15 will receive direct instruction from the lead teacher
    - 15 will receive project-based or group instruction from the apprentice teacher
    - 15 will receive individualized instruction either in the computer lab through digital content or targeted interventions from a tutor or special education teacher in an adjacent breakout room. The targeted intervention is designed to serve RtI tier 3 students and students with disabilities. We anticipate that up to 5 of the 15 students in the individualized instruction portion of the rotation will require targeted intervention.

- Four 45-minute classes in groupings of 22 or 23 students with a lead teacher, apprentice teacher or specials teacher. These classes will include:
    - Writing (4 days per week)
    - Social Science (2 days per week)
    - Science (4 days per week)
    - Supplemental Math (2 days per week)
    - Arts or PE (4 days per week)

- The fifth 90-minute block for students is:
    - 30 minutes of lunch
    - 30 minutes of recess
    - 30 minutes of reading

On Wednesdays, students will be dismissed from the school portion of the day at 2:00 to provide the staff with two hours of professional development and common planning time. On Wednesdays students will have the following schedule:

- Two 60-minute rotational blocks, one in ELA and one in math (see description above)
- 60 minutes of a humanities project
- 60 minutes of character education
- 30 minutes of reading
- 30 minutes of computerized instruction
- 30 minutes of lunch
- 30 minutes of recess

Teachers will work from 8:00 to 4:00. On Monday, Tuesday, Thursday, and Friday teachers will have:

- 60 minutes of common planning time
- 30 minutes for lunch

Each Wednesday, teachers will have a dedicated two hour professional development block of time from 2:00 to 4:00.

2.5 Talent Management
a. Recruitment and Staffing: (i) *Discuss the rationale for the proposed staffing numbers and structure outlined in the attached five-year school staffing model and organizational chart and cite teacher-student ratios for each type of teaching position. Describe the roles and responsibilities of each of the instructional and non-instructional positions listed in the attached school-level organizational chart. These descriptions should align with the attached job descriptions. (ii) Describe your Design Team's strategy, process, and timeline for recruiting and hiring the proposed school's teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support your school design. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines. (iii) Discuss the proposed salary ranges and benefits (including pensions) listed in the attached budget and explain any financial incentives or rewards that may be included in the compensation system. Explain how the salary and benefit plans will enable the school to compete with other schools to attract and retain high-quality staff.*

• Attach a school staffing model that lists all instructional and non-instructional staff positions over the school's first five years of operation that clearly reflects the school's proposed growth strategy. (Note: Please see p. 21 of the Answer Manual for a sample School Staffing Chart.)

• Attach a school-level organizational chart that presents the lines of authority and reporting within the school and clearly delineates the roles and responsibilities of staff members over the school's first five years of operation.

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

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

Staffing Plan
The CEP staffing model has been carefully developed meet our mission, vision and educational philosophy. It capitalizes on two critical aspects of our model, our partnership with By The Hand Club For Kids and our blended learning rotational model.

In order to maximize the impact of the BTH partnership, several staff members will work part-time for the school and part-time for the BTH. This will provide students with consistent staffing across the organizations and allow us to fully integrate and align the two distinct programs in a unique and robust manner. Through this staffing design, we will provide students with a consistency and seamlessness that does not exist between traditional school and after-school programs.

One of the chief advantages of our blended learning rotational model is that it allows us to capitalize on the use of computer-assisted instruction to enable teachers to work with smaller groups of students than is otherwise possible in traditional schools and in this funding climate. Teachers will work with groups of 15 students during the rotational blocks and 22 or 23 students during the non-rotational portions of the instructional day. In addition, this model allows us to provide dedicated staff for students needing additional interventions. Tutors and special education teachers will work with groups of up to five students in 30-minute blocks of time during the computer lab portion of their rotation. A

similar intervention model was designed and implemented by Firstline Schools with tremendous success.

Our staffing model allocates the following instructional positions for every grade level of 90 students:
- 1 lead humanities teacher
- 1 lead math/science teacher
- 2 apprentice teachers
- 0.5 specials teachers
- 0.5 computer lab assistants
- 0.5 small group tutor
- 0.75 special education teacher

As mentioned above, the computer lab assistant and small group tutors will work part-time for the school and part-time for By The Hand Club. Each specials teacher will work across two grade levels and we are assuming that we will have one special education teacher for every 120 students. Please note that if the mix of special education students requires additional teachers and/or special education aides, we will hire those staff members according to our reimbursable allocation from CPS. The instructional and educational support staff is rounded out with a reading specialist who will work with the teachers and tutors to coordinate the interventions and school counselors/social workers who will develop and implement a comprehensive counseling program in conjunction with our external partner Cornerstone Counseling Center of Chicago. In accordance with best practice as outlined by the American School Counselor Association, we will employ one counselor for approximately every 250 students.

The staffing plan includes several leadership staff who work as full-time employees in the first two years and then transition to part-time employees in year three. It is our plan to replicate this school and develop into a small CMO. We plan to launch the second school in FY18. As such, the Executive Director, Director of Blended Learning and CFO will work 100% of their time at the proposed school for two years and then transition to dividing their time between two schools starting in FY18. As we plan for the replication, we will explore establishing a CMO structure and transitioning these staff members to a central office.

Please see the attached five-year staffing model, organizational chart and job descriptions for additional details regarding our staffing plan.

<u>**Recruitment and Hiring**</u>
Our goal is to recruit, hire, develop and retain a team of high-performing educators who exemplify our mission, principles and cultural values. We also fundamentally believe that a diverse staff is a more effective one. Our model requires a diversity of teacher talent with respect to experience level and expertise, and we additionally plan to hire teachers from a diversity of backgrounds, including hiring a significant portion of staff reflective of our students' backgrounds.

We will recruit teaching staff through both national and local searches, building on the vast experience of our school leadership and By The Hand Club For Kids in sourcing, selecting and hiring instructional staff. To source our teachers, we will access our vast networks, attend job fairs, post job descriptions widely and work with organizations such as: Teach for America, Golden Apple, University Teacher Education Program, and local and national schools of education.

We are not planning to open until Fall 2015, thus, we will have an extended period of time to conduct our teacher hiring process. Informally, we will initiate the process upon approval and begin accessing our networks. The formal process will begin October 2014, at which time we will start our initial outreach and teacher sourcing activities. After a comprehensive resume review, we will begin our interviewing and teacher observations in December 2014 – January 2015. The hiring process will continue through May 2015 which is our target completion date for all hiring. During the hiring process we will have multiple interactions with applicants through initial phone interviews, initial interviews with the school principal, a follow-up interview with the executive director, and a classroom observation and/or review of a videotaped lesson. Throughout these processes, we will evaluate each prospective teacher's demonstration of the following key performance indicators and behaviors/core values.

Key Performance Indicators
We will assess the following key performance indicators during our recruitment and hiring process.
Maintains Professionalism
- Arrives on time and prepared to school and professional engagements.
- Follows up with communications in a timely and positive manner [responds to students, families and colleagues within two business days].
- Maintains a personal appearance that reflects self-respect and inspires respect of others.
- Communicates deftly with students, families and colleagues.

Upholds Expectations for Excellence
- Holds students accountable for high expectations and standards that are ambitious and measurable.
- Actively develops a growth mindset in students, encouraging them to take appropriate risks, admit confusion, make and learn from mistakes.
- Clearly and repeatedly use criteria for success to communicate what she/he wants students to accomplish and how to behave.
- Provides "why" to students when giving out consequences, whenever possible.
- Constantly prepares students for college readiness.
- Understands Core Knowledge curriculum and teaching approach reflects Core Knowledge principles.

Executes Effectively
- Communicates relevant lesson content in a clear and concise manner.
- Activates prior knowledge and engages students with "hooks" at different points in the lesson.
- Executes lessons that include modeling, guided and independent practice in the order and manner that makes logical sense with the learning objectives.
- Provides opportunities for focused, structured and rigorous independent practice using the aid of technology when relevant.
- Circulates and provides targeted feedback for individuals and small groups during student practice.
- Uses wait time to activate student thinking.
- Develops structures and guidelines for effective pacing [i.e., establishing smooth transitions, making adjustments, etc.]
- Checks for student understanding in various ways at several points in the lesson.

- Asks a variety of questions that progress through lessons in order to facilitate learning and self-discovery.
- Gives students thoughtful, timely and targeted feedback on their work.
- Differentiates instruction process, product, resource or environment to meet the needs of all learners.
- Executes as effectively with groups larger than 35 and with groups as small as 15.

Creates a constructive classroom environment
- Maintains a safe, secure, strict and emotionally balanced environment.
- Creates a physical classroom conductive to collaboration and individual work.
- Allows students to earn greater freedom as they demonstrate readiness.

Plan with a Purpose
- Unpacks relevant CCSS, college readiness and core knowledge standards to be mastered and then sequences them into manageable units of learning.
- Plans a daily instructional objective that is specific, measurable, achievable and rigorous.
- Writes an agenda that is aligned to the learning objectives and provides opportunities for introduction of new material, guided practice and independent practice.
- Designs and assesses goals, enduring understandings and essential questions and objectives for each unit.
- Sequences objectives required to master the goals of the unit.
- Develops or adopts assessments that indicate a level of mastery of objectives for each student as the unit progresses, and at the end of each unit of study.
- Chooses supplemental materials and methods for large [35 or more] and small [15 or less] groups.

Maintains Rigor and Ratio
- Maximizes the amount of student time and energy with an emphasis on lowering the ratio of teacher mental work to student mental work.
- Insists on complete and accurate answers from students; ensures students explain their answers thoroughly.
- Asks questions thoughtfully, pushing students to apply higher order thinking skills.
- Develops deep, up-to-date and accurate content knowledge.
- Provides ample opportunities for students to grapple with material that is complex, provocative, ambiguous and challenging; intellectually and emotionally.

Implements and Analyzes Evidence-Driven Instruction
- Creates or obtains standards-aligned diagnostic summative assessments to determine where students are in relation to the "big goals" of their course.
- Assesses daily learning objectives.
- Communicates performance and progress to students and families.
- Tracks and analyzes assessment data in school-wide student information system regularly to drive short-and long-term planning, re-teaching, small group explanation, instruction differentiation and intervention.
- Designs opportunities to "hook" students at different points in the lesson and connects the lesson to prior knowledge.
- Designs multiple ways to assess mastery and understanding.

Fosters Joy of Learning
- Engages students for the purpose of mastery and meaning.
- Develops a love of reading in students.
- Brings humor and happiness.
- Hooks students into the lesson, intellectually and emotionally.

Core Values
In alignment with our core values, we will assess the following behaviors during the hiring process:

Curiosity: we rigorously encourage intellectual curiosity and a spirit of inquisitiveness, and questioning.
- Excited about the process of learning as well as mastery of core knowledge curriculum.
- Encourages rigorous and constructive debate because students deserve thoughtful action, not out of a desire to reach consensus.
- Acknowledges many "right" ways of doing things.
- Seeks to overcome personal biases that block exploration and new ideas.

Perseverance: we encourage students to have grit, and keep trying in order to maximize learning and mastery.
- Demonstrates a growth mindset about self and others.
- Takes responsibility for results, mistakes and behavior.
- Exhibits stamina and willingness to work hard, including a resilient attitude in the face of challenges.
- Treats mistakes and failures as a crucial part of learning.

Respect: we believe every child deserves an exceptional education and this belief inspires us every day to demand the best for, and of, our students.
- Believes that every child can achieve.
- Takes ownership for the success of all our students.
- Honors the individuality of each child.
- Makes students, families and colleagues feel known, heard and valued.

Self-Confidence: we believe our school is a secure and joyful place and one where each child gains the assurance to become a top performer.
- Nurtures each child's self-assurance.
- Instills the confidence that individuals can manage their own lives and make sound decisions.
- Acts with composure in difficult situations and exhibits the confidence to solve problems.
- Exhibits poise and dignity in interactions with students, families, peers and others.

Courage: we support students as they fearlessly strive to get better, take small risks and celebrate steps forward.
- Intrepid in the face of setbacks or difficulties.
- Exhibits boldness when confronted with new challenges.
- Unafraid to take risks.
- Willing to express individual opinions and point of view.

Compensation Structure

We have designed our instructional positions to create a career ladder for staff and to differentiate pay scales for new and seasoned teachers:

- Lead Teacher, or experienced teachers will have a salary range from $55,000 to $70,000 with an average salary of $62,500 per year.
- Apprentice Teachers will have a salary range of $45,000 to $55,000 with an average salary of $50,000 per year.
- Tutors and the computer lab assistants will have a salary range of $30,000 to $35,000 with an average salary of $32,500 per year.

The compensation for teachers and all other positions was informed by a review of the average range of teacher and other staff salaries at charter schools across Chicago. The salary ranges and benefits that we have identified are pegged to represent slightly higher than average compensation within this market.

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b. Professional Development: (i) Describe the school's goals and strategy for ongoing professional development (PD), including whole staff development, grade-level/department/course teams, and instructional coaching. Identify which staff members will be responsible for driving and facilitating PD opportunities. Identify opportunities for teacher collaboration and mentorship. (ii) Describe how the PD topics will be identified and how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching and learning as well as school performance (iii) Describe the process for evaluating the efficacy of the PD.

• Attach a professional development calendar.

Chicago Education Partnership operates with the assumption that one of the most important elements in a child's education is an excellent, highly trained teacher. We will build a professional development program that assists in identifying best practices for highly targeted instruction. There is significant research pointing to the power of teachers in affecting student growth and development.

All teachers will attend a 2-week summer institute as part of their professional development plan. This time is comprised of targeted training designed by the Executive Director and Principal. A multitude of possible topics will be addressed during the summer institute including: curriculum design, school culture, incoming student review, and interpreting assessment data. During this time, teachers will also be given sufficient time for lesson/unit design. In addition, we will conduct a weeklong new teacher induction that will provide an introduction to the school, focusing on cultural norms and behaviors, curriculum, instruction and assessment. This will be complemented throughout the year with a Mentor Teacher Program to guide new teachers through day-to-day questions.

Embedded in the schedule are quarterly professional development days which will provide teachers with dedicated time to conduct deeper data analysis to refine teaching plans, identify students for tutoring and additional rigor, and analyze data across grade level. These sessions will be led by the Executive Director, Principal and teachers where appropriate. Additional outside experts will be utilized where appropriate. By The Hand staff will participate in all training and in weekly meetings with CEP staff for seamless integration and linkage of services between the school and after school programs.

The schedule also includes a weekly two-hour professional development session every Wednesday. During this time, the school will delve deeply into our professional learning community culture. These sessions will allow teachers to engage in dedicated time for grade-level planning, discussion of individual student progress, collaborating on instructional strategies, and integrating lesson plans. We will also use this time for goal setting, progress assessments as well as development, adjustment, and modification of instructional plans to ensure students are on track to meeting their learning goals. A core component of the Wednesday professional development sessions is to analyze students on an individual basis. This PLC model will enable the review of formative and summative assessment data and allow for faculty to utilize this data to drive instructional decision making. Please see response to question 2.3.c (Data-Driven Programs and Instruction) for a description of our PLC.

Evaluation of the effectiveness of professional development is a critical component to our ability to drive student academic and non-academic outcomes. We will assess the effectiveness of professional development through our ongoing assessment of student data and learning, through teacher feedback and ongoing evaluation of teacher effectiveness. In addition, teachers will be asked to provide a formal evaluation of the two-week professional development over the summer and the quarterly professional development days scheduled throughout the year.

Through our professional development, teachers will continually have the opportunity to explore the latest best practice research that coordinates with the school mission. Teacher growth and learning is an ongoing exercise regardless of the years of experience. Our master teachers can be involved in the training of our younger teachers. All of proposed research topics have a research base behind them and coordinate with school structural components. Teachers will also be encouraged to source and present opportunities for professional development that meets their specific developmental needs.

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

Our teacher induction plan will include initial and ongoing professional development workshops for new teachers. Many of these workshops will take place during the summer training opportunities but others will be provided on an ongoing, as needed basis. The CEP leadership team will create a teacher induction manual that will guide specific training modules. It is expected that these modules will include at minimum such areas as:
- School culture
- Community
- Classroom Management
- CEP – BTH Partnership
- Accommodations and Modifications
- Data Driven Instruction
- Differentiated Instruction
- Technology
- Professional Learning Community
- Teacher Evaluation Model

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

Chicago Education Partnership believes that strong teaching in a caring environment, combined with an intensive and extended school day will empower children to be the leaders of tomorrow.   We see it as our mission to provide a high-quality, holistic education to all children. Core to our approach are the following ideas:

- Teaching should be student-centered and assessment-driven with the teacher as a facilitator of learning.
- As teachers become masters at their craft, they become leaders in the learning environment and are prepared to take on larger tasks.
- Culturally relevant pedagogy is essential in urban school educational environments.
- Problem-based and inquiry-based curriculums are powerful tools for effective teaching.
- Students should be encouraged to become independent learners.
- Students need to learn how to critically examine their social environment for them to become leaders.
- Students need to build stamina to work on tasks intensely and to completion.
- Students need to demonstrate the ability to use the knowledge and skills they have learned.
- The social and physical environment can be a second teacher.

In order for learning to occur, it is important to meet a hierarchy of student needs: safety and security, appreciation and approval, tangible and meaningful rewards, and the fostering of intrinsic motivation to help students achieve a new identity characterized by empowerment, hope, and agency over their lives. Throughout Chicago Education Partnership's educational programs, we understand that curricula and instruction can and should be rigorous, structured and standards-based while at the same time being flexible. The structures of Chicago Education Partnership emphasize a combined approach that incorporates CCSS with Core Knowledge and the opportunity to apply knowledge in a problem-based setting. This will allow students to develop foundational knowledge, cultural literacy, and the critical thinking skills necessary to apply knowledge and deepen understanding. Students will learn how to take risks while working toward goals. Teachers will know the "landscape of learning" and the goals for all students, but also know that there are many paths for students to take to reach their goals. Chicago Education Partnership believes that all faculty members will help students develop stamina – the "muscles", to work at a task in a focused way for a significant period of time. For example, stamina is developed in writing instruction as students are held to increasingly higher standards of writing quality and quantity. Our culture is – and will continue to be - palpable to all those who visit. For staff, this is a culture of collegiality and a community of learners. For students, this culture is based on the adults modeling appropriate behaviors as well as a set of core values. Holding students to these values has led to a social environment of mutual respect, seriousness and hard work. Additionally, our teachers will create a physical environment that allows for independence and demonstrates the high value the school places on its students.

> **e. Evaluation:** *Discuss how school leadership will monitor and evaluate faculty and staff performance. Describe the processes, protocols, framework/criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching teachers. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. Specify who is responsible for overseeing these procedures.*
>
> *• Attach any documents related to teacher evaluation, including evaluation frameworks/criteria, evaluation policies, and sample evaluation forms.*

Chicago Education Partnership will implement a professional growth and evaluation plan to assist teachers in growing professionally and to provide them with a framework for conversations centered on teaching excellence that will allow them to further contribute to the mission of the school. The purpose of this plan is to:
1. Establish a culture of personal reflection and professional growth
2. Provide a common language for professional communication
3. Establish a tool to use in the formal evaluation process

Chicago Education Partnership will monitor staff performance on an ongoing and regular basis through both classroom visits and review of the student performance data. The Principal or Executive Director will visit each classroom on a weekly basis for an informal observation and provide staff with feedback and coaching. In addition, the lead teachers will be responsible for providing coaching and mentoring support to apprentice teachers throughout the year.

In addition to our informal observations, feedback and coaching, we will implement a formal feedback process that will begin during the summer professional development workshops. During this time, the Principal will meet with each teacher to establish goals for the year. Teachers will have formal observations twice a year using the following stages:
• Pre observation conference
• Observation
• Teacher reflection
• Post observation conference
• Summative meeting to address progress on established goals

Our teacher observations and evaluations will use the Charlotte Danielson Framework for Teaching Evaluation Instrument as our tool to evaluate teacher performance. [18] The Danielson Framework is a research based tool that is designed for use in teacher evaluation, coaching and professional development. According to the Consortium of Chicago School Research at the University of Chicago, classroom observation ratings based on the Danielson Framework were a reliable measure of teaching practice and that students showed the greatest growth in test scores in the classrooms where teachers received the highest ratings on the Danielson Framework.

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[18] http://www.danielsongroup.org/article.aspx?page=frameworkforteaching

The Danielson Framework is comprised of four domains:

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
Domain 4: Professional Responsibilities	**Domain 3: Instruction**
4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

The Danielson Framework is just that, a framework which allows the observer and the observed the opportunity to identify aspects of a teacher's responsibilities that multiple studies have demonstrated as promoting improved learning and student engagement. This overview represents a comprehensive description of good teaching, regardless of experience level, and is useful in laying out areas of competence in which professionals need to develop expertise. It recognizes the vast complexities of excellent teaching, creates a common, non-threatening language that promotes positive dialogue, and encourages teacher self-reflection and evaluation.

Please note that as the Danielson Framework for Teaching Evaluation Instrument is over 100 pages long, we have not included it as an attachment but would be happy to make it available upon request.[19]

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[19] http://www.danielsongroup.org/

Section 3: Operational Capacity

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

3.1. General Operations

a. Operational Plan, Goals, and Metrics: *Explain how non-academic services will be managed once your school is in operation. In a table, identify quantitative operational metrics and goals for the proposed school for each of its first five years of operation (sample goals and metrics tables can be found on pp. 24-25 of the Answer Manual). Discuss how these metrics will be used to monitor progress and impact corrective actions. Identify who is responsible for overseeing progress.*

The Executive Director will oversee all non-academic services with support from the Chief Financial Officer and in coordination with the Principal. The Executive Director will directly manage board relations and fundraising efforts; however, the Principal and Chief Financial Officer will be responsible for the day-to-day management of all other areas of school operations with the following division of responsibility:

Chief Financial Officer Responsibilities	Principal Responsibilities
Financial management	Staff management and oversight
Compliance	Student recruitment and retention
Facilities and maintenance	Parent and community engagement
Human resources	Coordination with partnering organizations

The following table represents Chicago Education Partnership's operational goals and metrics for the first five years of operation. The vast majority of these metrics are annual measures that will be reviewed by the Board of Directors to monitor the school's success and inform their evaluation of the Executive Director and his supervision of the school's staff. Outcomes on metrics such as the cash reserve and variance to budget which can be monitored on a more frequent basis will be presented to the Board of Directors at each board meeting. In areas where the school is failing to meet the operational goals, the Executive Director will create a corrective action plan for the Board's review and approval and ongoing monitoring.

Operational Goals								
Goal	**Metric**	**Area**	**Owner**	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**
Cash Reserve	Financial Statement	Finance	CFO	30 days cash	30 days cash	30 days cash	30 days cash	30 days cash
Variance to Budget	Monthly Financial Reports	Finance	CFO	+/- 10%	+/- 7.5%	+/- 5%	+/- 5%	+/- 5%
Development Target	Financial Statements	Finance	Executive Director	$625,000	$400,000			
No Material Weakness in Controls or Compliance	Audit	Finance/ Compliance	CFO	Meet	Meet	Meet	Meet	Meet
% of Teachers Retained	Staffing Information	Staffing	Principal	65%	70%	75%	80%	80%
Teacher Satisfaction	Survey	Staffing	Principal	65 %	70%	75%	80%	80%
% of Students Retained	Enrollment Information	Community	Principal	70%	75%	80%	85%	90%
Student Demand	# of applicants per seat	Community	Principal	2	2	2	2	2
Parent Satisfaction	Survey	Community	Principal	65 %	70%	75%	80%	80%

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

Chicago Education Partnership has a multi-faceted start-up plan to guide activities from authorization through school launch. Chicago Education Partnership is fortunate to have the resources of By The Hand Club For Kids at its disposal as it develops the systems that it needs to successfully open and operate the school. The following table outlines key components of the start-up plan:

Category	Task/Activity	Owner	Timeline	Cost
Community Engagement and Recruitment	Hold monthly Parent and Community Advisory Council meetings	Executive Director and Chairman of the Board	10/2013 through school launch	NA
Community Engagement and Recruitment	Develop marketing materials	Executive Director and Chairman of the Board	10/2013-8/2014	NA

Community Engagement and Recruitment	Launch student recruitment campaign	Executive Director and Principal-in-Residence	9/2014	NA
Community Engagement and Recruitment	Accept and acknowledge student applications	Principal-in-Residence	9/2014-3/2015	NA
Community Engagement and Recruitment	Hold lottery	Principal-in-Residence	4/2015	NA
Community Engagement and Recruitment	Notify parents of admission status	Principal-in-Residence	4/2015	NA
Community Engagement and Recruitment	Register students	Principal-in-Residence	5/2015-8/2015	NA
Governance	Develop board orientation handbook	Executive Director	10/2013-11/2013	NA
Governance	Orient new board members	Executive Director	11/2013	NA
Governance	Hold monthly board meetings	Executive Director	11/2013 through school launch	NA
Human Resources	Create school specific personnel policies and procedures	Executive Director and Board	10/2013-12/2014	NA
Human Resources	Create employee handbook	Executive Director and Board	3/2014-6/2014	NA
Human Resources	Retain benefits insurance broker	Executive Director and Board	3/2014-6/2014	NA
Human Resources	Secure bids for employee benefits	Executive Director and Board	3/2014-6/2014	NA
Human Resources	Finalize benefits contracts	Executive Director and Board	3/2014-6/2014	NA
Human Resources	Launch teacher hiring process (as described in section 2.5.a)	Executive Director and Principal-in-Residence	10/2014	$10,000
Human Resources	Conduct teacher interviews and observations	Executive Director and Principal-in-Residence	12/2014-5/2015	NA
Human Resources	Target completion date for teacher hiring	Executive Director and Principal-in-Residence	5/2015	NA
Human Resources	Launch hiring process for CFO	Executive Director	3/2014	NA

Human Resources	Interview and select CFO	Executive Director and Board Treasurer	4/2014-6/2014	NA
Human Resources	Hire CFO	Executive Director and Board Treasurer	6/2014	NA
Financial Management	Develop and implement interim fiscal management policies and procedures	Executive Director	1/2014-3/2014	NA
Financial Management	Develop and implement formal fiscal management policies and procedures	CFO and Board Treasurer	7/2014-9/2014	NA
Financial Management	Purchase and set up accounting software	CFO	7/2014-9/2014	$1,000
Financial Management	Secure payroll services provider	CFO	7/2014	NA (payroll service costs are included in budget)
Financial Management	Hire auditor	Board of Directors	9/2014	NA (annual audit cost is included in budget)
Financial Management	Create a standard financial reporting package for the board and leadership	CFO	7/2014-9/2014	NA
Financial Management	Retain insurance broker for non-employee insurance	Executive Director	5/2014	NA
Financial Management	Secure non-employee insurance	Executive Director	7/2014	NA (actual insurance cost is included in budget)
Operations and Administration	Develop a safety manual and emergency procedures handbook	CFO	4/2015-6/2015	NA
Operations and Administration	Develop a student and parent handbook	Principal-in-Residence	4/2015-6/2015	NA

Operations and Administration	Develop school-wide policies and procedures to ensure full compliance with charter contract	CFO	1/2015-6/2015	NA
Operations and Administration	Create an internal compliance calendar	CFO	6/2015	NA
Operations and Administration	Secure and set up student information system (SIS)	Director of Blended Learning	6/2015	See budget
Operations and Administration	Create a comprehensive technology plan	Director of Blended Learning	6/2015	NA
Operations and Administration	Arrange for food service with CPS	CFO	3/2015	NA
Operations and Administration	Research and identify vendors for supplies, furniture, equipment, etc.	CFO	1/2015-3/2015	NA
Operations and Administration	Negotiate and execute contracts with service providers	CFO	4/2015-6/2015	NA
Operations and Administration	Procure school start-up equipment, furniture, materials and supplies	CFO	3/2015-7/2015	See budget
Facility	Finalize lease agreement with By The Hand Club	Executive Director	7/2014	NA
Facility	Provide BTH with ongoing feedback on architectural plans	Executive Director	2/2014-4/2014	NA
Facility	Monitor BTH progress on permitting process	Executive Director	3/2014-6/2014	NA
Facility	Monitor BTH progress on construction	Executive Director	7/2014-6/2015	NA

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c. Student Recruitment, Application, and Enrollment: (i) Discuss strategies to recruit your targeted student population. How will the school attract and retain students with disabilities, students with Individualized Education Plans (IEPs), English Language Learners (ELL), and students in temporary living situations? (ii) Please describe the proposed school's application, enrollment, and registration policies and procedures for all students. Outline the requirements for parents and students to apply to the proposed school, how the proposed school will conduct its lottery if over-subscribed, and how students will register once enrolled. Explain how you will ensure that these policies are in compliance with the Charter School Law and Illinois School Code, where applicable. (Note: Please see page 25 of the Answer Manual for recruitment, application, and enrollment guidelines.)
• Attach copies of application and registration forms.

Chicago Education Partnership will implement a robust student recruitment effort leveraging our ongoing community engagement work and our vast network of community partnerships. As we are not opening until fall 2015, we will have ample time to recruit the first classes of K-1 students. We will begin our formal recruitment efforts in September 2014 using many of the same techniques that we have used during the community engagement process described in section 1 of the proposal. Specific activities will include:

- Holding community meetings in conjunction with elected officials and partner agencies
- Canvassing the neighborhood with recruitment fliers and materials
- Advertising in community newspapers
- Activating our Parent and Community Action Committee to support us in recruitment efforts
- Attending school choice fairs such as the New School Expo

Chicago Education Partnership will actively recruit all students including those with IEPs, English Language Learners and students in temporary living situations. To ensure that our student population includes students from these protected groups, we will ensure that our partnering social service agencies and faith-based organizations encourage all students to apply including those who may require additional services. Furthermore, our application and enrollment materials will not include any questions related to IEPs, ELLs or student living situations.

CEP will accept applications from all interested students. If we have more applicants than seats available, we will conduct a random lottery to fill any open seats and establish a waiting list. The lottery date will be known by all applicants and the lottery itself will be conducted in public. We will be diligent in our application and enrollment process to ensure that we fully comply with Charter School Law and Illinois School Code.

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

• Attach a transportation plan. (Note: Please see pp. 25-26 of the Answer Manual, which outlines guidelines for submitting a transportation plan that meets the requirements of the Illinois Charter Schools Law.)

The Chicago Education Partnership school will be located at 415 North Laramie which is easily accessible by the CTA Green Line and the Laramie Avenue bus. We will provide transportation subsidies to any student and his/her family who is homeless as well as to students and families who cannot afford to

take public transportation to school each day. We have included $15,000 in the budget to meet this need; however, these funds will be used in emergency situations only. Our after-school partner, By The Hand Club For Kids, will provide transportation home to students living within a one-mile radius of school.

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

Chicago Education Partnership will develop all necessary policies and procedures to fully comply with the ADA and Section 504 of the Rehabilitation Act. In addition, we will ensure that our school facility, communications and information technology are fully ADA compliant. The Executive Director will be directly responsible for ADA compliance and will work with human resources professionals, architects, and lawyers to review our policies and procedures and practices to ensure compliance.

ADA Compliance Table

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

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3.2 Governance Model
a. Governance Structure: *(i) Describe the structure of the governing Board at the proposed school. (If an existing Chicago replicator, describe how the structure of the Board will adapt to support the additional grade configurations or the new school/campus.) Identify any proposed Board committees or advisory councils and explain their role, planned membership, and reporting structure as they relate to the governing Board and school leadership. (ii) Clearly articulate the procedures that the Board will utilize to continually monitor academic, financial, and operational aspects of the school. (iii) How will the Board evaluate the performance of the school leader. (iv) Specify where and how frequently the Board plans to meet.*

• Attach a board calendar
• Attach board bylaws
• If applicable, attach proof of filing for 501(c)3 status by the applying entity.

The Chicago Education Partnership Board of Directors will oversee all areas of the school's operations and be responsible for the financial, operational and academic well-being of the organization.
The Board will:

- Set the strategic direction for the school
- Hire, set compensation for, and evaluate the Executive Director
- Approve and oversee the annual budget
- Monitor the financial health of the school
- Engage in community outreach and fundraising efforts
- Hire an independent auditor
- Provide academic oversight

As outlined in the bylaws, the Board size is a minimum of three and a maximum of eight Directors who will be elected for staggered three year terms. In addition, the Executive Director will serve as an ex-officio member of the board. The Board officers include a Chairman, a Secretary, a Treasurer, an Executive Director and one or more Vice-Chairmen. All Board members will be committed to the mission and vision of Chicago Education Partnership and will guide the school to accomplish its goals.

The Board will establish committees by resolution and the Chairman of the board will appoint members of each committee. Board committees will act as recommending bodies to the Board of Directors and do not have authority to approve governance or management issues. Through these committees, the Board will continuously monitor the academic, financial and operational aspects of the school. Likely committees will include:

Finance and Audit
The Finance and Audit Committee will monitor the school's financial health and oversee the school's annual financial and compliance audit. The finance committee will be staffed by the Chief Financial Officer who will prepare monthly financial reports for the committee's review. The Finance and Audit Committee will be led by the Board Treasurer who will provide a report on the school's financial heath at each Board meeting.

Governance

The Governance Committee serves several functions. The Committee will:

- Recruit, identify, screen and recommend potential Board Members for review and selection by the full board
- Orient new board members
- Plan and execute an annual Board retreat
- Conduct an annual Board self-evaluation
- Conduct the annual evaluation of the Executive Director. The Committee will establish annual goals with the Executive Director and will monitor his progress against those goals. In addition, the Committee will utilize the academic and operational goals and metrics as detailed in this proposal to measure the Executive Director's effectiveness in leading the organization.

Education

The Education Committee will monitor the academic performance of the school against the academic goals and metrics provided in response to section 2.3 (Educational Goals and Assessment Plan). The Education Committee will prepare academic oversight reports for each Board meeting and provide Board members with a context for interpreting academic outcomes. The Education Committee will also provide guidance and support to the Executive Director and Principal as they make key decisions regarding the academic program.

Advancement

The Advancement Committee will provide strategic oversight, guidance and support of the school's development, marketing, and community engagement efforts. The Committee will work with the Executive Director to establish fundraising targets and support him in all major fundraising efforts. The Committee will report to the Board on fundraising activities, marketing campaigns and the status of key school partnerships. The Advancement Committee will also provide guidance and training to other Board members on fundraising techniques and strategies.

The Board will meet a minimum of four times per year (likely eight to ten times) at the Chicago Education Partnership's school building. All meetings will comply with the Illinois Open Meetings Act.

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

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

The Board of Directors directly oversees the Executive Director who is, in turn, responsible for managing, directly or indirectly, all staff members of Chicago Education Partnership. The Parent and Community Advisory Committee will meet monthly with the Principal and quarterly with the Chairman of the Board to provide feedback, voice concerns and make recommendations.

> **c. Board Experience:** *CPS expects that by the time of Tier 1 proposal submission, Design Teams will have identified at a minimum the proposed Board Chair, Vice Chair, and Treasurer.24 Please identify who will fill these roles, as well as any other founding Board members already identified, and discuss their qualifications to serve on a public charter school Board.*
>
> *• Attach the résumés of any Board members who have already been identified in the appendix. Label each résumé as "Governing Board member_[proposed position]." (Note: Resumes are also requested in Section 2.2.a. Roles and Demonstrated Experience. Applicants do not have to submit multiple copies of resumes. However, please note that resumes must be submitted at a minimum for the Board Chair, Vice Chair, and Treasurer and should be labeled as such.)*

Chicago Education Partnership has brought together a robust Board of Directors with a broad base of skills and experiences to govern the new school. The Board has demonstrated expertise in financial oversight and management, community engagement, human resource management and leadership development, fundraising, educational leadership, IT strategy and implementation, mental health services, and non-profit management. Following are brief bios for each board member:

Donnita Travis, Chairman of the Board
Donnita Travis launched By The Hand Club For Kids in 2001. Under her leadership, By The Hand has undergone tremendous growth, becoming a $5.1 million nonprofit with four locations and a staff of 91 employees and 400-plus volunteers. By The Hand's success is due to Donnita's mission-focused and results-driven approach, By The Hand has been tracking its outcomes since 2002. Donnita is a seasoned entrepreneur, organizational leader and fundraiser who will provide Chicago Education Partnership with the oversight and support that it needs to achieve success.

Donnita has been recognized for her work with children as Chicagoan of the Year in 2012, the recipient of Mayor Daley's SAGE Award in 2011 and Northwestern Kellogg's Social Entrepreneur of the Year in 2010. Travis has an MBA from Northwestern University and a BA in English and communications from Spalding University. Most recently, she attended Harvard Business School for Strategic Perspectives in Nonprofit Management after receiving the HBS Club of Chicago's Roman Nomitch Fellowship.

Vivette Payne, Vice Chairman of the Board
Vivette Payne is President of the Avery Payne Group, which specializes in organization, team and leadership development. Her expertise includes leadership coaching, team building, the custom design and delivery of leadership and other skill development programs, and facilitating planning and strategy development. Vivette also works with growing businesses to provide tips and techniques that help them start, grow and manage their business, from inception to peak performance.

Vivette has served as the Chair of The Professional Women's Network, and is a member of the Board of Directors of The Christian Working Woman and By The Hand Club For Kids. Vivette has received the Chicago Southland Chamber of Commerce's "Business Woman of the Year" award, and the Avery Payne Group has been awarded the U.S. Commerce Association's "Outstanding Business Award". Vivette holds a bachelor's degree in psychology and master's degree in organization development.

Michael Ross, Treasurer of the Board

Michael Ross is a seasoned executive in corporate cash management and information technology consulting. He currently serves as the Executive Director of the Corporate Investment Bank at JPMorgan Chase. In addition to his corporate career, Michael is a reverend who has served as the Pastor of New Galilee Baptist Church in the Austin neighborhood for the last twelve years. Michael is also a community activist who volunteers at Big Brothers-Big Sisters where he serves on the executive board and at By The Hand Club For Kids.

Susanne Francis

Dr. Francis has served as the Executive Director of Cornerstone Counseling Center of Chicago for nine years. She is a bilingual (Spanish) psychologist with over 15 years of experience working with students, families, and individual adults in a variety of settings. Her passion is creating access to quality mental health resources for people of all socio-economic, cultural, and religious backgrounds. She has been featured on Moody Radio, ABC's Windy City Live, First Business News Network, and other media outlets to provide relevant insights for listeners/viewers on a variety of topics.

Dr. Francis oversees a program that serves over 300 students each week in over 20 Chicago neighborhoods through education that helps under-performing students remove the social and emotional barriers to learning. In addition, Dr. Francis is a frequent presenter at educational, business, and religious institutions and trains over 1000 people every year on topics like workplace performance enhancement, parenting, and healthy relationships. She also serves as an executive consultant to organizations in a variety of fields.

Dr. Francis did her undergraduate studies at Wheaton College (IL) and earned her doctorate degree in clinical psychology from the Chicago School of Professional Psychology. She earned her MBA from North Park University. She is an adjunct faculty member at the Chicago School of Professional Psychology, and is a Fellow of Leadership Greater Chicago.

Andy Code

Andrew W. Code is a founder and partner of Promus Capital and Promus Equity Partners, an investment firm with a concentration in alternative assets such as private equity, impact investing, hedge funds, managed futures, and real estate. Prior to Promus, he was a founder and partner for 24 years at Code Hennessy Simmons Capital. CHS Capital is a $2.6 billion private equity fund that invests in middle market companies that design, manufacture and distribute a broad array of consumer and industrial products and services. Prior to founding CHS, Mr. Code was a Vice President with Citicorp's Leveraged Capital Group in Chicago, and before that role, he was employed by American National Bank in Chicago.

Mr. Code sits on the boards of SCP Pool (NASDAQ), Quality Control Corporation, ProSteel Corp., and Boat House Holdings, LLC. He also sits on the board of several private investment companies including Resource Land Holdings, CapX Partners, LaSalle Capital Group, and Creation Investments.

He is the President of the Code Family Foundation, is a founder and chair of Chicago Fellowship, and sits on The University of Iowa Foundation Board and the Foundation Investment Committee where he will serve as committee chair starting in 2014. Mr. Code holds a B.A. and an M.B.A. from the University of Iowa.

Timothy Wiens

Tim Wiens has spent more than two decades in education as a teacher, dean of students, assistant principal, head of school and college professor. Currently, he serves as Head of School at Delaware County Christian School in suburban Philadelphia. He previously served as Headmaster at Boston Trinity Academy, an urban college preparatory school in the heart of Boston. In addition to his responsibilities as Head of School, Tim serves as the Executive Director for the Council on Educational Standards and Accountability (CESA) and as a Visiting Scholar at Wheaton College (IL). He holds an undergraduate degree in secondary education and psychology, a master's degree in educational leadership, a doctorate in educational leadership, and is a licensed principal and superintendent in the Commonwealth of Massachusetts. He is the author of numerous articles and book chapters as well as the co-editor of the book, *Building a Better School*.

Constance Giere

Connie Giere is the Chief Health Informatics Officer at Loyola University Health System. Connie is responsible for developing and implementing the electronic health record (EHR) training and optimization programs for 4,000 users. In this role, Connie participates in senior leadership decisions concerning the development and implementation of clinical workflows in the EHR and other clinical IT systems. She works with the regulatory and credentialing survey groups to ensure compliance in the utilization of the EHR. Connie co-chairs the multi-disciplinary informatics and the physician advisory committees for the two-hospital LUHS system to engage physician and ancillary clinicians in clinical information technology processes and decisions.

Prior to joining Loyola, Connie was a director of clinical consultants for a healthcare technology firm. She also worked for Motorola, developing disease management and healthcare benefits programs. Connie has an extensive critical care clinical nursing background in the Chicago area. Connie is a registered nurse and received a Bachelor of Science degree from Trinity International University and a MBA in Health Care Management from Loyola University Chicago.

Please see attached resumes for additional information about our Board members.

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d. Board Development *(i) Identify the desired composition of the governing board, including key skills and constituencies that will be represented. (If an existing operator is proposing a new school/campus or additional grade levels, describe any additional skillsets that the Board may try to acquire to support the growth and/or any professional development that existing Board members may receive.) Note: Charter schools are required to describe the nature and extent of parent, professional educator, and community involvement on the Board (105 ILCS 5/27A-7(10)). (ii) Provide a plan for recruiting a governing board representing the diverse skill sets required for school oversight, in particular Board members with skill sets that are not yet represented on the founding Board. Identify any existing relationships with individuals or organizations that the Design Team can leverage as it develops its founding board. (iii) Specify the process by which board members have been selected and will be in the future.*

Chicago Education Partnership seeks a governing Board which:
- Includes seasoned for profit and non-profit professionals
- Is ethnically diverse
- Has a breadth and depth of experience in diverse settings
- Includes individuals who have prior experience serving on non-profit boards

- Is committed to the mission and vision of our school
- Is willing to provide the school with time and resources
- Has the capacity for rigorous educational, operational and financial oversight
- Includes a member of the Austin community
- Includes a professional educator

Please note that we do not intend to include a parent on the Board of Directors however, we have established a Parent and Community Advisory Committee which will meet with the Chairman of the Board on a quarterly basis.

We believe that we have recruited an outstanding Board of Directors who will work diligently to lead Chicago Education Partnership to successfully achieve our mission and vision. We are not currently seeking to further develop the Board.

As described above, Board members will be identified, screened and recommended by the Governance Committee and elected by the Board as a whole.

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e. Conflicts of interest: Describe how the Board will identify and address conflicts of interest. Please identify any existing actual or perceived conflicts of interest among the proposed founding Board members and explain how the Design Team/founding Board plans to address them.
• Attach a code of ethics that includes a formal conflict of interest policy and specifies procedures for implementing the policy.

Chicago Education Partnership is highly sensitive to both actual and perceived conflicts of interest and has adopted the attached Conflict of Interest Policy. Upon joining the Board, all new members will receive and sign the Conflict of Interest Policy. We recognize that there may be a perceived potential conflict of interest between By The Hand Club For Kids and Chicago Education Partnership related to the school facility. CEP will enter into a lease to rent the school building from BTH. As the Chairman of the CEP Board is also the Executive Director of BTH, she will recuse herself from any Board discussion and action related to the lease agreement between the two entities.

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f. Board Transition, Training, and Self-Evaluation: (i) Discuss the Design Team's role in interacting with or participating in the founding Board during the start-up of the school and after school opening. Describe a transition plan and associated timeline as the founding Board becomes the "working" Board. (ii) Describe any orientation or ongoing training that Board members will receive, including a timeline for training and topics to be addressed. (iii) Explain how the Board will evaluate its own effectiveness on an ongoing basis.

Two members of the founding Board actively served on the CEP Design Team: Donnita Travis and Vivette Payne. There is no plan to transition them from the Board prior to the completion of their terms.

As described above, the Governance Committee of the Board will develop a Board orientation process and identify any ongoing training that Board members will receive. As the Governance Committee has not, as of yet, convened, we have not yet developed training topics or the associated timeline. We anticipate that over the course of the next few months, we will initiate this process.

The Board will evaluate its effectiveness on an annual basis through a thorough self-review. We will schedule an annual Board retreat during which, the review will occur. As the Board is still new, we have not yet developed the process for the Board's self-evaluation. Developing this process will be a priority for the Board over the upcoming months.

Section 4: Economic Soundness
This section should provide an overview of the financial projections for the proposed school, including additional financial resources that may be needed for start-up and beyond, as well as a description of financial control systems. This section should also clearly articulate a viable facility plan that can be implemented by the proposed opening date.

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

• Attach an Excel version of the complete budget workbook for the proposed school.

Please see attached budget workbook.

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

Budget Highlights
The Chicago Education Partnership six-year budget projection is a financial representation of our mission, vision and education plan. The embedded assumptions have been thoroughly researched and represent our findings from other Chicago elementary charter schools as well as from blended learning charter schools across the country. One of the primary features of our budget is our compensation plan and associated career ladder. As discussed in section 2.5.a, we have developed a staffing plan and compensation strategy to ensure that we are highly competitive with other schools in the Chicago area and offer opportunities for teachers to grow with us over time. In addition, our budget reflects a significant investment in technology which is critical to successfully implementing our vision for a highly personalized learning environment where students spend an hour or more per day learning through digital content. The technology budget includes:

- $250 per new student and $100 per returning student each year to enable us to implement a 1:1 student:chromebook learning environment
- $100 per pupil per year for digital content (ST Math and Lexia)
- A $150,000 investment over the first three years to build the necessary network infrastructure to support our technology program
- Dedicated funds for network maintenance consultants
- Sufficient telecommunication and internet connectivity resources to ensure that we operate in a high bandwidth environment

Furthermore, the budget reflects our conservative approach to fiscal management. We have designed the school to break even on recurring public revenue by the third year of school operations and build a substantial cash reserve over time. By the end of our fifth year of operations, the school will have just under $900,000 in reserve which represents 70 days of cash on hand. As demonstrated in the budget, it is our intention to maintain a minimum cash reserve of 30 days at all times.

Major Revenue Assumptions

- The budget utilizes the established CPS formulas for the majority of the revenue assumptions.
- We utilized the CPS District for Free and Reduced Price lunch counts, as there was no available option for the Austin community. This is a highly conservative assumption as the CPS District Free and Reduced Lunch rate is 83% while we anticipate that more than 95% of our students will qualify for Free or Reduced Price Lunch. A shift to 94% Free and Reduced Price lunch would increase our cumulative five-year net surplus by almost $400,000.
- Recognizing the high poverty rate of our anticipated student body, we did not include any student fees in the budget.
- We have included $1.35M in fundraising revenue over the course of our first three years. Please see the Development Plan section for additional detail related to our fundraising goals.

Major Expense Assumptions:

Please note that the vast majority of the expense assumptions are detailed in the budget template. Following are additional details:

- Wages and Benefits
  - As stated above, we have pegged average wages and benefits to be slightly above the average staff salaries at other Chicago charter schools.
  - We have not inflated wages on an annual basis as the per pupil revenue in this model is projected to remain flat. Should per pupil revenue increase year over year, we will adjust wages accordingly.
  - We have conservatively assumed that 100% of teachers will be certified. Benefits for certified teachers are significantly higher than those for non-certified teachers due to the school's share of the employer contribution to the CTPS, 10.6%
  - We have assumed an annual health insurance premium inflation of 5%

- Non-Personnel Expenses
  - We have realistically assumed annual inflation for most non-personnel expenses of 2% even though our revenue assumes no annual inflation
  - Our facility rent assumption reflects our agreement with our partner, By The Hand Club For Kids. BTH owns the land and will pay for the construction of the new building as well as the renovation of the existing building. It will lease the building to the school for a fixed fee of $750 per pupil, the equivalent of the independent facility supplement.
  - We have included a contingency of 3% of per pupil revenues to ensure sufficient funds for unanticipated expenses.

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> **c. Development Plan:** *Include a discussion of additional revenue needed to maintain financial viability, including detailing assumptions behind the calculation of need. Please identify existing relationships with potential funders, indicate current levels of interest, and articulate contingency plans in the event that development goals are not realized.*

The budgeting process for Chicago Education Partnership started with the constraint that the school must be able to operate on recurring public revenue at scale. As stated above, we will accomplish this goal by the third year of school operations. Prior to reaching sustainability, the school will raise $1.35M in philanthropy.

Fundraising efforts will be led by our Executive Director, Mike Rogers and our Board Chairman, Donnita Travis. Mike has participated in both annual fund and capital campaign development. At Wheaton Christian Grammar School, the annual fund averaged over $400,000 a year and there was a capital campaign that raised in excess of $21M. Donnita is a highly successful fundraiser with a demonstrated track record of success with By The Hand Club For Kids. Philanthropic donations represent 100% of By The Hand's revenue. Since incorporating in 2005, By The Hand's compounded revenue growth rate has been 15% raising $1.8M in FY2005-2006 to $4.8M in FY2012-2013. In addition, to this impressive fundraising for annual operations, By The Hand raised $5.5M through a capital campaign for the newly constructed 26,000 square foot facility in Austin.

Donnita has already raised $225K in seed capital for Chicago Education Partnership from two BTH donors. She plans to continue to leverage her expertise, reputation and relationships to ensure that CEP meets its fundraising target of $1.35M.

In addition to these efforts, Chicago Education Partnership intends to apply for start-up funding from the Walton Family Foundation, funding through the Next Generation Learning Challenges grant, as well as CSP funding. Together, these three sources of funding could come very close to meeting the $1.35M goal, limiting the need for any additional fundraising efforts.

In the event that we do not meet our fundraising targets, the CEP Board will work with the Executive Director to identify areas that we could scale back our expenses. These might include:
- Reducing the ratio of students to computers from 1:1 to 1:2
- Scaling back on our generous benefits package
- Seeking opportunities to reduce staffing expenses through shared staff with By The Hand

> **4.2. Financial Controls**
> **a. Financial Monitoring:** *Describe plans to ensure fiscal soundness and legal compliance for the proposed school. Specifically, address the financial monitoring process that the Board will use to receive updates on the school's financial position. Who is responsible for directly managing and overseeing the school's budget? Please note that Illinois Charter School Law (105 ILCS 5/27A-5(f)) requires charter schools to submit an annual audit of school finances conducted by an outside, independent contractor.*
>
> *• Attach a listing of all financial reports generated, including frequency of generation, and responsible party.*
> *• If available, attach fiscal policies for the organization.*

Chicago Education Partnership will implement strong financial policies and procedures to ensure financial soundness and legal compliance for our school. The Board of Directors will provide financial oversight and monitoring while the Chief Financial Officer will manage the day-to-day financial activities of the organization. To this end, the CFO will prepare the following for board review and approval:

- Annual budget
- Financial policies and procedures
- Monthly financial reports that include:
    - o Balance sheet
    - o Income statement
    - o Statement of cash flow
    - o Budget variance report
    - o Year-end projections

As described above, a subset of the Board will serve on the Finance Committee. Those who comprise the Finance Committee will have the necessary skills and experience to carefully analyze the school's financial position and monitor the school's financial activities.

The Board will hire the school's auditor to conduct an annual audit of the school's financial statements, internal controls and compliance with charter law and contract provisions. The auditor will also prepare the school's tax returns. The auditor will report to the Board and will provide them with any guidance and training necessary to fulfill its responsibility in the review and approval of the school's annual audit.

The annual budget, once approved by the Board, will authorize the Executive Director to expend funds, hire staff, and procure goods and services. The Executive Director will work closely with the CFO to ensure that all spending remains within the confines of the Board approved budget.

> **4.3. Facilities**
> **Please note: All applicants are encouraged to identify an independent facility.**
> **a. Facility Plan:** *Describe the plan to secure an appropriate facility for the school.*
>
> *• If proposing an independent facility, attach a proposed timeline for securing that facility and completing necessary renovations to make the facility suitable for school by the proposed opening date.*

The school facility has been identified and designed to meet the unique programmatic needs of Chicago Education Partnership. The planned school building will include an addition to and the renovation of the

existing By The Hand facility in Austin. This project will be conducted in three phases over the course of the next six years. Please see the attached architectural drawing for a description of the phased construction plan.

By The Hand Club For Kids has agreed to pay for the construction and renovation project and, as described above, will lease the building to Chicago Education Partnership for a fixed fee of $750 per pupil.

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

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

At capacity, the school will serve 810 students in grades K-8 in a 77,700 square foot building. The school requires three classrooms per grade level of 90 students as well as a 60 station computer lab and two breakout rooms for every three to four grade levels. The space has been designed to allow for the evolution of our program and will provide us with the flexibility we desire to experiment over time with our student groupings. Please see the attached space requirements for additional details.

c. School Site: Provide an overview of each proposed site and include the following supporting materials:
i. The address and a general description of the property, including its current owner and previous use.

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

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

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

v. Evidence that the site is or will be secured (Letter of Intent or Memorandum of Understanding) and a description of your team's plan to meet lease or purchase requirements.

vi. A plan detailing how rehabilitation work will address issues raised by the architect, meet applicable building codes, and support the proposed school's educational program, including:
a. The scope of work to be completed;
b. A description of persons/managing parties responsible for project management and related qualifications;
c. A project timeline for any necessary renovations; and
d. A completed Sources and Uses of Funds Report for Facility Development and the planned funding mechanism to cover projected costs.

vii. The address and a general description of a secondary or back-up facility, including its current owner and previous use.

See Attachments