Connected Futures Academies

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1 SECTION 1: PARENT AND COMMUNITY NEED

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

1.1. Parent and Community Engagement/Need in Targeted Community

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

Connected Futures Academies recognizes the importance of having community support for it programs. As a new potential alternative multi-site charter, CFA will work closely with CPS to address community needs and concerns. Additionally CFA has elicited the support of leaders from the faith based community. Bishop Dukes from the Englewood Community and Pastor Thurston from the Greater Grand Crossing Community all will lend their support to develop programs and share facilities for the purpose of educating of re-engaging a population of youth that we are on the verge of losing. Additionally Emmanuel Pratt Executive Director of the Sweetwater Foundation and Professor of Urban Planning are supporting our efforts to re-engage youth in context of work and education. Sharod Gordon, Vice Chancellor for Community Affairs and Recruitment believes the efforts of CFA can ensure that more students will come to CCC prepared and knowledgeable about the career training and post secondary programs CCC has to offer. Peter Negro, Chief Operating Officer of the Illinois Medical District believes CFA has the potential to support the mission of the medical district as a community resource for educational institutions.

Connected Futures Academies (CFA) has/will have conversations with constituents of each of the communities it plans to locate in. Each community where Connected Futures plans to locate will work with a community pastor(s) where applicable. Each campus of CFA will be located in a high need community that has been identified by Chicago Public Schools in need of an Options School, and/or an

area where synergies can be developed with business partners (for example the Illinois Medical District). CFA in partnership with the designated faith based community partner will conduct meetings with select elected officials that serve the planned site location.   These meetings will be designed to elicit support and input from the community and will be facilitated by elected officials, CPS, and our faith based community partners.

CFA campus 1 will be located in the Illinois Medical District. **Illinois Medical District** (IMD) is a special-use <u>zoning</u> district just west of the central business district of <u>Chicago</u>, Illinois. It consists of 560 acres of medical research facilities, labs, a biotechnology business incubator, a raw development area, universities, and more than 40 health care related facilities. IMD supports locating Connected Futures Academy's Allied Health Campus in the district because of the potential opportunities for exposing CFA students to employment opportunities in the district. IMD has committed to assist in the development of partnerships with the corporate residents of the district that will facilitate the training and exposure of students to real world opportunities in the Medical field.

CFA Campus 2 in partnership with the Sweetwater Foundation in Englewood will provide an opportunity for CFA students to be exposed to issues of the Green Economy.   Campus 2 will support students understanding of urban agriculture, aquaponics, and green construction.   By partnering with the Sweetwater Foundation, CFA hopes to catalyze the continued development of the Englewood community through education.

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

CFA has developed an educational program designed to engage students that have dropped out or on track to dropping out of high school. In 2009 Chicago Public Schools commissioned a study conducted by the Parthenon Group. The study suggests that CPS needs to 1) develop a strategy to serve off track and out of school youth, 2) Identified communities where the greatest of need for seats (schools) to serve this unique population of students. In June 2013 the Chicago Board of Education heard a presentation from CPS staff presenting the Education Options Strategy.

CFA has based its location selection process on multiple factors:

- Community that CPS has determined have a need for new options for educating off-track and out of school youth
- Community proximity to a City College of Chicago campus
- Community with a concentration of need of low-medium skill employees
- Community in need of development support

The initial CFA planned campus location is with the Illinois Medical District. The IMD is an ideal location for a campus focused on employment opportunities in the Allied Health area. The IMD

houses two training hospitals and significant other medical related companies. CFA students will be trained right in the center of Health Industry in Chicago, with potential access to needed sites for job shadowing and mentoring opportunities. Also the IMD campus locations proximity to CCC's Malcolm X Campus is ideal for students taking dual credit / dual enrollment classes.

CFA Campus 2 location is anticipated to be in the Englewood community, where CPS has identified as a high need community for option schools. It is anticipated that in partnership with the Sweetwater Foundation and Liberation Christian Center, CFA will be part of the planned redevelopment of old Firehouse in Englewood. Liberation Christian Center and its pastor Bishop James Dukes and Emmanuel Pratt of the Sweetwater Foundation have been working to "green" the Englewood community and stem the tide of violence and despair by developing a location that will provide the community with a sense of opportunity and hope. This campus will be close proximity to CCC's Kennedy King Campus.

CFA Campus 3 location is anticipated to be housed in New Covenant Missionary Baptist Church in the Greater Grand Crossing community. CPS has determined this area as moderate need area for an option school. This location is a backup to the Englewood development, but may quickly emerge as a long term campus due to its proximity to public transportation with easy access to city colleges, Kennedy King and Olive Harvey, as well as Chicago State University.

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.

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.
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.

CFA's community engagement strategy supports its vision to be a vibrant harmonious learning environment that provides culturally relevant training designed to develop real-world social, political and technical skills that ensure success in the surrounding community and the larger world. It provides a focus for all engagement activities, policies and processes to align with CFA's Mission to offer traditional and distant learning options to a diverse community of high-risk learners that leads to a high school diploma and preparedness for post secondary education options. The overall aim of the Community Engagement Strategy is to support strong, active and inclusive community that is informed and involved in decision-making and enable us to improve education and enhance the quality of life for CFA students.

The objectives below identify how CFA's vision will ensure that the Community Engagement Strategy delivers an effective and coordinated approach to involvement that benefits the community. CFA will:

- **strengthen, develop and sustain opportunities** for students to influence what happens in their communities
- **shape and influence** the development and delivery of quality education and policies that reflect local needs and priorities
- **manage and coordinate** engagement activities to ensure consistency, quality and partner participation
- **provide opportunities** for participation for all, particularly people and groups that are often left out of community engagement activities
- listen to communities and ensure **feedback** to participants about the outcomes of consultation and engagement
- provide **variety and flexibility and choice** in community engagement activities
- Listen and learn from our own and others' experience and share community engagement skills and knowledge of putting the citizen at the heart of decision-making.

A detailed action plan will be developed which sets out how we will achieve our objectives set out above. The action plan will be continually monitored and reviewed to ensure it is a flexible and evolving plan that responds to the changing needs of our community engagement activities.

CFA will include parents, students and community members in its ongoing success:

- Regularly ask people what they think about CFA, for example through annual student, parent and teacher surveys.
- Consult people about our priorities through residents' surveys, focus groups and meetings with partners.
- Set up committees, where people will be able to take part in consultation and decision-making, including students and their parents.
- Encourage and help other organisations and partners to share our approach, so the community understands and support our mission.
- Make sure people have a meaningful input into major strategies and plans, such as the student development strategy.

- Involve people who often get left out, for instance through forums for economically disadvantage and 16-21 year olds.
- Consult with more people online, via websites
- Include engagement as part of all our planning
- Learn from others and share knowledge about how to include people in decision-making
- Train staff, to develop the skills to engage with the community

2 SECTION 2: ACADEMIC CAPACITY

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

2.1 Mission, Vision, and Culture

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

Connected Futures Academies will provide education for off track (at risk) and high school dropouts in a blended learning environment, preparing them to have a quality life in the 21st century, be critical thinkers, evaluate belief systems, challenge misconceptions and make adequate choices in the context of a global society while earning a high school diploma and simultaneously having the opportunity to progress toward post secondary educational opportunities.

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.

CFA – Framework for Success/Education Philosophy
- CFA will equip its students for success in high school and beyond. Its students will demonstrate high standards for academic scholarship, personal integrity, positive leadership, and responsible citizenship, as measured by continued quantitative and qualitative assessments over the students' three years at CFA.
- Rigorous common core aligned curriculum and blended learning approach that will effectively incorporate the use of technology will allow for differentiated instruction to meet the needs of all students.
- A positive school culture, strong and thorough character development program, a unique family engagement program and comprehensive transition from high school to postsecondary education/vocational careers pathways preparation focus will build CFA students' tenacity, confidence and leadership skills that come alongside rigorous academic preparation to ensure student achievement.
- The culture of CFA will stress a personalized approach to education, with targeted and data-driven instruction that builds competencies in core subjects, as well as the 21st century skills that young people need to move forward and thrive in the world beyond secondary school.

- CFA is being carefully crafted around research based restorative practices specifically targeting low achieving, at-risk and former drop out students

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.

The development of school culture is premised upon these fundamental principles :
- Recognizing the assets of the diverse student population;
- Scaffolding the previous student experiences to inform the construction of new school teaching and learning experiences;
- Supporting a school community that exercises shared leadership and management inclusive of student, parent, and staff voice.
- A school culture that reflects the student community translates into an educational space that is caring, welcoming, non-threatening, and shared.
- Common practices such as welcoming students at the door by name as they enter school every day and providing positive reinforcement of everyday behaviors such as consistent attendance facilitates the construction of a positive, student centered school culture.

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.

The CFA will provide education for off track (at risk) and high school dropouts in a blended high school environment, preparing them to have a quality life in the 21st century, be critical thinkers, evaluate belief systems, challenge misconceptions and make adequate choices in the context of a global society while earning a high school diploma and simultaneously providing the opportunity to progress towards a post-secondary degree at CCC. Working through the CCC admission office and through the formation of an alumni group, CFA will be able to track student progress in post-secondary endeavors.

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.

Because of the nature of the student population that CFA seeks, it is anticipated that enrollees will have a variety of academic, social and other needs. CFA will institute the principles and practices of Positive Behavior Interventions and Supports (PBIS), a proactive systems approach to establishing the behavioral

supports and social culture needed for all students in a school to achieve social, emotional, and academic success. PBIS is designed to assist schools in meeting Illinois' educational goals and mandates by integrating state school improvement initiatives including Systems of Support, Standards Aligned Curriculum, and Response to Intervention. A key component of the PBIS System is the Response to Intervention Model (RTI). The problem-solving process promoted in the RTI will enhances the capacity of CFA to effectively address the social, emotional, academic and other needs of all students.

Upon entry, environmental barriers that can influence student success at CFA will be assessed and monitored. CFA students will have anticipated barriers such as homelessness, alcohol / drug abuse, gang involvement, etc. With support from the faith based community partners and other social service agencies, these barriers will be addressed and impacted through partnerships.

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.

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.

Transparency: Students, parents and teachers need to have a clear and shared understanding of how the school works and why; in order to respond to this need an extensive and detailed web site will be developed that; (1) informs the school community of all school practices and protocols; (2) maintains a current calendar of events and activities; (3) provides direct access to teachers, course syllabi, student standing (password confidential), CFA resources and activities; (4) highlights student achievements and initiatives within the CFA community; (5) links to Powerschool so Parents will have access to real time data on their students' academic and behavioral performance.

A positive academic climate will arise from the school's heavy emphases on cultural relevancy and developing real-world skills that are intricately tied to the community and their surrounding environment. Activities in and out of the classroom will be driven by parental involvement that supports cultural relevancy and real-world foci. The following are ways in which parents will be engaged in their child's education at CFA:
- Parents fill out information cards at the start of each school year. Among the things listed on those cards are parents' special interest and talents as well as information about ancestors and relatives. As teachers plan units, they can call on those parents who specialize in fields related to the unit. Parents participate on school committees and as elected members of the school's site-based decision-making council. Because the curriculum is intricately intertwined with the student's cultural identity, parents can be involved in the lesson planning and curriculum development.
- Parents, grandparents and other relatives participate in "Ancestor Day" activities.

- Operate a Parent's Resource Center where they have access to resources, materials to help teachers with special projects, one or two computers, and access to Powerschool and the Internet.
- Have parents identify community experts to serve as guest speakers for classes.
- Organize CFA Day to build ongoing relationships among community leaders, PTAs, businesses, churches, and government and to promote parental involvement in education.
- Hold a Technology Showcase night for parents. Have students demonstrate the projects they have developed for real-world classes.

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.*

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),[18] 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.

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.)*

CFA leadership will be comprised of the Managing Director that will oversee all aspects of the day to day operations. The Director of Education will be the Chief Education officer of CFA, overseeing all program development activities. The Director of Finance and Operations will the Chief Administrative officer, oversee all fiscal and compliance aspects of the operations. Each campus site will have a site director responsible for all instruction at the campus level. The Director of Finance and Operation has yet to be identified.

CFA will develop more detail job descriptions for each role as part of the implementation process.

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.

CFA recognizes that the Chicago Board of Education has just approved accountability measures for alternative options schools. CFA will develop metric and performance goals that will address Chicago Public Schools Performance Standards when fully implemented. CFA's board feels ultimately the success of CFA will based on three bottom line goals:

1. 75% of CFA Graduates will be prepared to enter City Colleges without need of remediation.

2. 80% of CFA Graduates will have earned 20 or more college credits by completion of their high school diploma.

3. 65% of CFA Graduates will have earned an industry recognized training certificate by completion of their high school diploma.

These absolute goals will drive CFA's strategies for teaching and learning at all its campuses. Our belief is that we will achieve significant outcomes by placing learning in context of future work opportunities, hopefully supporting our student's intrinsic motivation to make a change in their lives through education.

b. Student Assessment Plan: (i) Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in ***Section 2.3.a.***
[19] For the percent of ELL students, students with IEPs, and Students in Temporary Living Situations, applicants can cite district-wide averages of 16.13%, 12.28%, and 4.2% respectively.
Educational Goals and Metrics over the course of the five-year contract. Create and include a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level, as well as the timing of their administration (*please see pp. 15-16 of the Answer Manual for sample Assessment Tables*).
(ii) The proposal narrative should: explain the rationale for selecting or developing the identified assessments; describe each assessment's purpose, design and format; demonstrate the validity and reliability of any non-standardized assessments; note alignment of assessments with state

standards and/or Common Core State Standards, where applicable; and identify who will be responsible for administering the assessments.

Please note that CPS intends to adopt the measures of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment system for grades 3-11 when they are fully implemented. Applicants should account for this transition in the proposed assessment plan. All charter schools with elementary grades will be expected to administer the Common Core State Standard, web-based version of the NWEA in the spring and fall of SY 2014-15 for grades 2-8. Similarly, high schools will be required to administer the CPS-issued Explore, Plan, and ACT Pre-Test in the fall, and the CPS-issued Explore and Plan Post-Test and ACT in the Spring. When PARCC is fully implemented, NWEA and EPAS will be phased out as mandatory assessments. PARCC will be administered in March (performance-based) and May (multiple-choice) of each year for grades 3-11.

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

All students will undergo a series of assessments which include transcript analysis, STAR Testing, Student Survey (social emotional), career interest inventory, learning styles inventory, interim assessment with I-Ready, and Practice Compass. The data gathered from these assessments will be used to determine level placement and to drive instruction. Students who will need additional assistance, as identified by the assessments, will receive mentoring, tutoring and enrollment in Supplemental Educational Services (SES) classes. To help teachers and staff with the educational program delivery targeted content coaching and professional learning communities, whose focus will be literacy in content areas. The ultimate goal is to prepare students for college and careers.

By incorporating a value added model component, CFA is able to measure each student against his or her starting level in addition to his or her performance in relation to a fixed standard proficiency. This allows educators to view and reflect on student growth based on multiple indicators of progress reflecting academic performance, changes in learning readiness, engagement, educational and social goal attainment, cognitive growth as well as other aspects of achievement over time.

CFA will use multiple formative and summative student evaluation methods to monitor the progress of students in the curriculum. Multiple sources of evidence are more likely to reflect a valid indicator of learning than a single "high stakes" measure. These include standardized assessments, evaluated assignments, homework, and portfolios or other exhibits of student work.

The purpose of CFA assessment methods is to help provide feedback to students, assist in student self-assessment and growth, indicate to teachers where they must revise instructional methods and content, plan for re-teaching, and help administrators assess the quality of the educational program. Assessment methods include traditional and performance based methods. Traditional methods include multiple-choice exams, essay, true/false, matching, and fill-in-the-blank. Performance assessment methods are directed toward oral skills (e.g. speeches, skits, and debates), writing skills (e.g. journals, poetry, short

stories, research papers, resumes, and interviews), and visual skills (e.g. posters, pamphlets, web-page design, PowerPoint presentation, and interpretation of photographs).

CFA uses standardized tests to place students, to measure student growth, and to help guide the student's secondary and post-secondary educational plans. Standardized tests include the STAR, PLAN, Explore, and Prairie State Achievement Exam (PSAE). The STAR is used to determine the skill level of the entering student and to measure student growth. CFA will use the PLAN test to help students prepare for college entrance tests such as the ACT and COMPASS and to help guide their secondary and post secondary planning. CFA use the STAR assessment to measure academic progress in English language arts, mathematics. Instructors and counselors also use it to help students explore a range of career options and assist them in developing a high school coursework plan. All the above assessments are used to construct interventions for under-performing students that include tutoring, computer assisted skill building, and guided practice. In addition to the above, campuses monitor and review mid-quarter failure notices, grades on progress reports, and attendance reports to modify the instructional program of individual students. CFA will develop a reporting tool to track progress of skill acquisition. In accordance with the student's Individual Learning Plan (ILP), all CFA students will demonstrate "academic mastery" or accrue credit in all of the core academic areas by the time of graduation. As determined by the student's ILP, in general, for non-special needs and non-limited English proficient (LEP) students, "mastery" is defined as:

- Proficiency on all exit level progress reports or exhibitions,
- Passing all end of year assessments, portfolios and/or exhibits, or
- Passing using pass/fail assessments.

Portfolios and exhibitions are assessed according to school-wide rubrics, with input from teachers across all content areas and outside community members. "Mastery" for special needs and LEP students will be defined appropriately according to their Individualized Education Plans and English proficiency levels.

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.

CFA Course Scope and Sequence by Subject for Each Grade Level				
SUBJECT AREAS	**ISBE GRADE LEVES**	**CFA GRADE LEVELS**	**CFA COURSE (CURRICULUM)**	**CREDITS PER COURSE**
LANGUAGE ARTS **4 Credits**	MIDDLE/ JUNIOR HIGH SCHOOL	LEVEL 1	**English I (Culturally-Relevant Writing)**	**1**
	EARLY HIGH SCHOOL	LEVEL 1	**English II w/Writing**	**1**
	EARLY/LATE HIGH SCHOOL	LEVEL 2	**English III**	**1**
	LATE HIGH SCHOOL	LEVEL 3	**College English 1 (CCC Course)**	**1**
MATHMATICS **4 Credits**	EARLY HIGH SCHOOL	LEVEL 1	**Real-World Math (Carnegie Math Curriculum – Bridge to Algebra)**	**1**
	EARLY HIGH SCHOOL	LEVEL 1	**Integrated Mathematics I(Carnegie Math Curriculum)**	**1**
	EARLY/LATE HIGH SCHOOL	LEVEL 2	**Integrated Mathematics II (Carnegie Math Curriculum)**	**1**
	LATE HIGH SCHOOL	LEVEL 3	**COLLEGE MATHEMATICS 1 (CCC Course)**	**1**
SCIENCE **3 Credits**	EARLY HIGH SCHOOL	LEVEL 1	**Conceptual Integrated Science I) with lab**	**1**
	EARLY/LATE HIGH SCHOOL	LEVEL 2	**—Conceptual Integrated Science II with lab**	**1**
	LATE HIGH SCHOOL	LEVEL 3	**College level Biology (CCC Course)**	**1**
SOCIAL SCIENCE **2 Credits**	EARLY HIGH SCHOOL	LEVEL 1	**Culturally-Relevant World History**	**1**
	EARLY HIGH SCHOOL	LEVEL 1	**Culturally-Relevant U.S. History**	**1**
	EARLY/LATE HIGH SCHOOL	LEVEL 2	**American Government**	**1**
PHYSICAL EDUCATION **1 Credit**	EARLY HIGH SCHOOL	LEVEL 1	**Physical Education w/Health Education**	**1**

CFA Course Scope and Sequence by Subject for Each Grade Level				
SUBJECT AREAS	**ISBE GRADE LEVES**	**CFA GRADE LEVELS**	**CFA COURSE (CURRICULUM)**	**CREDITS PER COURSE**
ELECTIVES	**EARLY/LATE HIGH SCHOOL**	**LEVEL 2**	**Intro to Education or Computer Networking I (CISCO Networking Curriculum)**	1
4 Credits	**LATE HIGH SCHOOL**	**LEVEL 2**	**Intro to Education II or Computer Networking II**	1
			TOTAL for High School Diploma	18

YEAR 1
Int. Humanities (100 min)
Int. Mathematics (100 min)
Int. Science (100 min)
Int. Computer Usage (50 min)
Int. Advisory (50 min)

YEAR 2
Int. Humanities (100 min)
Int. Mathematics (100 min)
Int. Science (100 min)
Pathway Courses
Dual Enrollment Courses

YEAR 3
College English
College Math
College Writing
College Science

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

[21] Please note that while applicants are not required to submit a full draft curriculum for the grades that it seeks to serve as part of the Request for Proposals, if approved to open a school the operator will have to submit the full curriculum to the Office of New Schools prior to its opening date.

The humanities curriculum is an Integrated Curriculum between Language Arts and Social Studies, which uses the 4MAT system for instructional design and is based on brain research and sound learning styles theories. Each unit explores a significant universal concept, and connects the concept to the students' experience; it has students reflect on that experience, bridges the concept to content knowledge in a non-verbal image, informs the student of that content, practices content, applies the content, personalizes and revises the content into the student's own life and ends in student performance. This curriculum uses intuition and right brain activities throughout each unit.

To address those with low reading skills, CFA has adapted this skills-based curriculum to explicitly teach reading, writing and data usage in content areas. The use of writing and reading in the content areas is supported by both Marzano's work (2001) and that of Carnegie Corporation in both *Reading next* and *Writing next*.

The humanities curriculum also addresses differentiation. The long term goal is for multiple strategies to be available for each lesson according to the assessed needs of each student. For example, in Day 26 of instruction about migration, a reading passage is assigned. Perhaps ten students work on inference skills with the reading passage, five students use a visual strategy and a written worksheet, and meanwhile five other students who are already proficient with inference might work on main idea and supporting detail recognition. Having such activities and strategies accessible for the teacher would go a long way to making differentiation happen in a meaningful way. A skills-based interim assessment

system (Global Scholars) supplements the differentiation to provide feedback for re-teaching and dove-tails into Response to Intervention (RtI) tiers one and two.

Carnegie Math:

This Math Curriculum offers Inquiry based and computer based instruction. The curriculum provides instruction at the remedial level through its Bridge to Algebra component. Carnegie Integrated Math provides instruction at the early and late high school level. Carnegie Math uses Project based instruction at the group and individual level to allow for differentiation.

Reading 180:

This curriculum offers extensive reading and writing opportunities through group and individual work time as well as through computer activities. It is designed to increase the reading level for students who come into OLS reading below 6th grade. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skill.

Conceptual Integrated Science:

Conceptual Integrated Science (CIS) provides an introduction to physics, chemistry, biology, earth science, and astronomy – the full gamut of the natural sciences. CIS uses the conceptual approach, which makes integrated science accessible. The conceptual approach:

- relates science to everyday life.
- is personal and direct.
- de-emphasizes jargon and vocabulary.
- emphasizes central ideas rather than the details, to avoid information overload.
- puts concepts ahead of computation. Equations are used to clarify concepts rather than as a chance to practice mathematical problem solving.

The conceptual approach was defined over 30 years ago by Paul Hewitt. CIS is written around unifying concepts – the relatively small number of essential concepts that underlie various branches of science and tie them together. For example, The Second Law of Thermodynamics, a unifying concept, pops up repeatedly across the disciplines: it underlies the direction of heat flow (physics) and the loss of energy between levels (biology), just to name a few instances.

Through the curricula, the Option Lab School will challenge students to think critically, challenge the status quo, and create solutions through inquiry based, project based activities. The selected curricula will use an integrated educational strategy that accelerates acquisition of necessary skills and allows students to work at their own pace through computer activities and will also offer the opportunities to learn cooperation through small group work. Instructional content will be relevant to the students' interests as identified through entrance interviews and surveys. Instruction will address students' family context, community contexts, origins and knowledge, skills and how skills are related to social structures.

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. (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.

Through the curricula, the CFA will challenge students to think critically, challenge the status quo, and create solutions through inquiry based, project based activities. The selected curricula will use an integrated educational strategy that accelerates acquisition of necessary skills and allows students to work at their own pace through computer activities and will also offer the opportunities to learn cooperation through small group work. Instructional content will be relevant to the students' interests as identified through entrance interviews and surveys. Instruction will address students' family context, community contexts, origins and knowledge, skills and how skills are related to social structures. Teachers will use project based activities, small group work, student presentation, inquiry based projects and lecture as part of their instructional strategies. While instructional strategies will vary, depending on the content, situation and level of the academic achievement of students, the teachers will be trained in using Marzano's 9 instructional strategies extensively in the selected curricula:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

BLENDED SUBJECTS: Math, Literacy
Students spend 30-50 percent of their time learning online, 30-50 percent of their time involved in dynamic project based learning with high quality instructors, and 20 percent of their time in internships, STEM labs and real world experiences. The addition of dual enrollment college classes in year 2 or 3 based upon student academic readiness for transition. Small group and individual advisories help round out the student experience
Relationship Managers ensure students set and meet their daily, monthly, and yearly goals. Similar to a traditional guidance counselor, relationship managers follow a student from enrollment to graduation, helping students craft their individual learning plans and use student data and feedback to ensure students stay on track toward their goals. Relationship managers are the primary contact for parents and guardians**.**
Focus on basic and higher order skills concurrently. 30-day curriculum modules to increase motivation and more effectively track learner progress and needs Intensive literacy and numeracy development (115+ mins. days). Built-in opportunities to accelerate through carefully selected acceleration programs Formal 30-day performance reviews 1:1 technology environment and "high touch/high support" blended online curriculum. Each Academy will have an experienced CFA team comprised of content and vocational instructors that will guide students' daily learning experiences and support system. Facilitated by youth development specialist and academic and vocational instructors. Teachers and learning coaches individualize instruction and identify which students might be ready for accelerated tasks and which might need peer coaching or direct instruction on a specific topic. ILPs also help determine how

students spend a daily, 45-minute academic enrichment period; one student might spend this time working through word problems in a circle of peers, while another might access more challenging courses online.

CFA's blended model features a longer school year, a monthly Saturday academy for students who are behind, and an after-school academy for struggling students. It also includes recurring "Data Days" in which teachers engage in professional development by diving deeper into student performance data, analyzing key trends, identifying more targeted interventions, and receiving formative feedback on their performance from peers.

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.

Because of the nature of the student population that CFA seeks, it is anticipated that enrollees will have a variety of academic, social and other needs. CFA will institute the principles and practices of Positive Behavior Interventions and Supports (PBIS), a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. PBIS is designed to assist schools in meeting Illinois' educational goals and mandates by integrating state school improvement initiatives including Systems of Support, Standards Aligned Curriculum, and Response to Intervention. A key component of the PBIS System is the Response to Intervention Model (RTI). The problem-solving process promoted in the RTI will enhances the capacity of CFA to effectively address the social, emotional, academic and other needs of all students.

Upon entry, environmental barriers that can influence student success at CFA will be assessed and monitored. CFA students traditionally have barriers such as homelessness, alcohol / drug abuse, gang involvement, etc. With support from community social services agencies and the faith based community partners, these barriers will be addressed and impacted through partnerships with social service / mental health agencies.

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*.

Students identified as needing remediation will be enrolled in Reading 180 for Reading and in Bridge to Algebra for math. Students will receive mentoring, tutoring and will be enrolled in Supplemental Educational Services (SES) classes. Staff will also follow strategies for RtI as identified in the CPS.

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.

Students attending CFA will be anticipated to attend for three (3) years.   Accelerated students will be able to enroll in college level courses at CCC, while enrolled in high school, as identified through performance in academics, testing on standardized tests, placement exams, and interim assessments, including teacher recommendations. Additionally, Carnegie and Integrated science curriculum provide computerized instruction which can allow a student to move at their own pace.

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.
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.
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.
• Attach a completed ISBE Special Education Certification form.[22]

Students identified as needing remediation will be enrolled in Read 180 for Reading and in Bridge to Algebra for math. Students will receive mentoring, tutoring and will be enrolled in Supplemental Educational Services (SES) classes. Staff will also follow CFA strategies for RtI.

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

CFA is proposing a 202 academic days per year. The academic calendar is designed to provide weekly student breaks every 8 weeks. These professional development breaks will allow for instructional staff development and student progress performance reviews in concentrated blocks time allowing for more detail data analysis, discussions regarding curriculum corrections, as well as extend time for training opportunities. Additionally these professional development breaks will allow students additional time for independent projects and completing catch up work.

CFA would also desire extending to a true all year around educational programming if supported by the district. CFA's anticipated student population would benefit greatly by extending learning time over the

summer months allowing for accelerating the time for completion and minimizing any opportunities for students to lose focus by having an extend summer break.

It is anticipated that instructor will have a prep and lunch periods daily. Do to the small instructional staff teachers will be anticipated to rotate lunch duty. Staff meetings will be held weekly after school to discuss activities and make general announcements.

Period	Humanities	Int Math	Int Science	Int Compter Usage/Advisory
Div: 8:00-8:25	**Breakfast**	**Breakfast**	**Breakfast**	**Breakfast**
1: 8:30-10:00	Section 1	Section 2	Section 3	Section 4.
2: 10:05-11:35	Section 4	Section 1	Section 2	Section3
3: 11:40-12:10	LUNCH	LUNCH	LUNCH	LUNCH
4: 12:15-1:450	Section 3	Section 4	Section 1	Section 2
1:50-3:20	Section 2	Section 3	Section 4	Section 1

YEAR 1
Int. Humanities (100 min)
Int. Mathematics (100 min)
Int. Science (100 min)
Int. Computer Usage (50 min)
Int. Advisory (50 min)

YEAR 2
Int. Humanities (100 min)
Int. Mathematics (100 min)
Int. Science (100 min)
Pathway Courses
Dual Enrollment Courses

YEAR 3
College English
College Math
College Writing
College Science

In Year 2 and 3, CFA will consider other scheduling options that will take advantage of each campuses proximity to City Colleges as well as assist in creating the college going culture, such as alternating block schedule.

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

[22] For more information on special education requirements see www.cpsspecialeducation.org.

• 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.

CFA's instructional model will require us to recruit individuals who are aligned with our intense use of technology to facilitate the learning process. Our Instructors will have to view themselves as collaborators and facilitators of the learning process, shifting the focus from being teacher centered to one of student centered.

CFA will focus on recruiting site directors with a history and demonstrated skill set of motivating youth that are off track or have been out of school. Site directors will be responsible for coaching and motivating students as well as staff. The site director will work to refine instructional and motivational strategies to ensure that instructors as well as students have the support and training to feel successful. The site director will collaborate with the director of education to develop professional development agendas, refine the instructional model, and research additional engagement strategies.

CFA will seek out instructors that are motivated and excited to work with the CFA's students population. It is important for all instructor to be willing to move beyond just the traditional teacher model and view themselves as motivators. CFA will look for instructors that have some experience or interesting the youth development field, from being camp counselor, AmeriCorps alumni, or individuals who have a demonstrated history of work with youth that fit our student profile.

During the start-up phase, CFA will connect with University teacher preparation programs to solicit support in identify alumni and/or new graduates that maybe interested in working with our student population. Additionally, we will seek out educators that are in the alternative education field.

January – March

- Refine CFA's teacher profile, partner with Chicago State, Saint Xavier, Roosevelt Universities to introduce, develop, and implement recruitment strategies
- Define candidate portfolio parameters
- Define video resume attributes
- Develop social media and web based presence with a focus on recruitment of staff

March

- Host "imagining" sessions at local CCC to introduce to adjunct / part-time CCC instructors
- Initiate expanded recruitment efforts through traditional means, i.e. websites, print, career fairs, etc.

April – May

- Review resumes
- Conduct interviews,
    - Experienced instructors to submit video taped teaching lesson.
    - New teacher to submit video resume
    - Face to face interviews (demonstrate passion)

Hiring recommendations will be made by the site director and chief education officer, with final approval from the managing director. Contingent hiring will be until candidate complies with all CPS and state laws for hiring campus personnel. As CFA grows it is expected that more accountability for hire of staff will shift to the site director an campus instructional teams to ensure appropriate fit and team dynamics.

CFA salaries are competitive with the charter school community, but exceed salaries in the alternative schools.   We believe that individuals that seek out opportunities to work with our students will be motivated not just by financial remuneration but more by the working environment and passion to motivate our students. CFA feels its anticipated benefits package will be competitive, but limited by upcoming changes to pension structures and health coverage insurance.

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.

For the initial phase of the school, CFA's PD calendar will be as follows:
January - June
CFA design team will:
- Ensure that a sound strategy is in place in regards to teacher candidates, curriculum choice, policies alignment to CPS, contract requirements, and staffing pattern.
- Review CFA Policies and Procedures
- Provide training on STAR and Compass Data
- Review curriculum and school calendar, bell schedule, set PD for incoming staff

July – August
- I-Ready Assessment: Interim assessment data base for data driven instruction

- Marzano's Nine Essential Strategies
- RtI Training
- Integrated Curriculum
- PowerSchool usage

Per the PD activities, the Director of Education and site directors will be attending training where the following topics will be covered: I-Ready Assessment, RtI Overview, Literacy, Process Implementation and Management, Professional Development Needs, and Tools and Protocols.

During the school year CFA's anticipated calendar will allow for week long professional development opportunities and data review. These week long instructional breaks every 8 weeks will allow for teachers to discuss student progress, and address on-going staff development needs. We anticipate a diverse staff with diverse needs for training and support. Based upon common needs discussed by staff a training agenda will be prepared for the PD weeks.

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.

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.

CFA Director of Education will be responsible for training new staff on CFA philosophy, expectations and curriculum.

July-August
- Marzano's essential practices
- Humanities I and II, Carnegie Math, Reading 180, Integrated Science
- Interim assessments
- Lesson plan development
- Instructional practices for differentiated instruction
- Use of PowerSchool to track student academic and behavioral process for teachers, counselors and registrar
- Response to Intervention strategies
- Student orientation

CFA will remain vividly aware that losing faculty and staff represents a significant loss of invested time, funding, energy, and other resources. Faculty and staff will be retained through the supportive environment that recognizes and supports the following six retention initiatives:

1. **Competitive Salaries and Benefits:** Low salaries are by far the most important factor that contributes to faculty dissatisfaction; faculty acutely aware of average salaries. CFA will ensure

that its faculty and staff salaries are competitive with those of surrounding schools and school districts. Benefits, raises and merit pay will also be competitive.

2. **Administration-Faculty Relations:** The absence of feelings of value, closed communication channels, and perceptions of incompetent leadership lead to faculty/staff dissatisfaction and the decision to exit organization. To insure that faculty feels valued, they will be given a voice in key decisions. This will aid in opening and maintaining communication channels, a key ingredient in faculty retention. In addition, faculty and staff will be involved in the selection of key administrative posts (principal, assistant principal). Their charge will be to select competent, qualified individuals who support faculty and staff in efforts that advance CFA. A clarified administrative hiring process that involves faculty participation will eliminate faculty perceptions of incompetent leadership and the absence of support.

3. **Support and Promote Professional Development and Excellence in Teaching:** CFA will nurture and maintain a culture of engagement and motivation among faculty and staff. Professional development and travel resources will be allocated and used to enhance personal qualifications and to keep faculty and staff abreast of best practices and development in their specialized areas. In addition, resource allocation will be transparent and clearly outlined to eliminate perceptions of inequities in resource distribution.

4. **Family Accommodation:** Family accommodation can address serious concerns in individual cases. Thus, CFA will develop polices for personal leave, sick leave, and parental/family leave.

5. **Culture of Recognition:** Beyond salary and other aforementioned items, faculty are very concerned about recognition (and reward) for academic/creative accomplishments. CFA will: reward excellence in faculty achievements; publicly recognize key faculty/staff achievement through newsletters, annual events, etc.; and highlight faculty/staff in a public-oriented annual report on major school and faculty accomplishments.

6. **Local Community Relations:** Faculty ties to the community contribute greatly to retention. Because the CFA curriculum is designed to tie to the student's community and cultural heritage, the curriculum will inherently tie faculty members to the community. CFA will sponsor or co-sponsor community-oriented events (PR and outreach) and public spot announcements on local media (television, radio, newspapers) that highlight CFA faculty/staff roles in the community.

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.

CFA will adopt a teacher evaluation rubric with the primary purposes to:
- improve the quality of teaching and learning by ensuring accountability for classroom performance
- ensure successful goal and benchmark achievement
- ensure the effectiveness of instructional programs through teacher appraisal and professional development
- collaborate with campus leaders and instructional staff in order to improve teaching and learning

It is CFA's goal to create adequate conditions for success with all stakeholders in order to improve teaching and learning. This will happen if all campuses and their staffs clearly understand the expectations and requirements of their positions and use professional development opportunities to improve student achievement and close the achievement gaps.

CFA will explore in some details teacher evaluation systems. Marzano's teacher evaluation model may work if modified to our small environment. The domains which focus on clearly developing a collaborative learning environement.

3   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.

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.

CFA will staff a centralized team that will plan, implement, and oversee non-academic services such that CFA campus staff can focus squarely on academic services. CFA's non-academic services that will be provided for all campuses will include budget, accounting, procurement, facility operations (custodial, repair, and maintenance), food service, information technology, human resources, payroll, and risk management.

The day to day management of all non-academic services is the responsibility of the Director of Finance & Operations (DFO), who will report to the Managing Director/CEO. The DFO, with the approval of the Board of Directors, will establish internal controls and financial and operational policies and procedures. Processes for non-academic services will be developed by the DFO and accomplished with a combination of in-house services and external contractors, overseen by the DFO:

In-House Services	Contracted Services
Budget and Financial Planning	Audit

Bookkeeping and Bank Reconciliations	Legal
Procurement and Payables	Payroll Processing
Human Resources	Insurance
Information Technology	Food Service
Security	Custodial & Maintenance
Printing and Office Operations	Waste Removal & Grounds

Initially, the DFO will be supported by a Payroll & A/P Clerk to provide for and oversee these services. As CFA expands and grows its campuses, the centralized staff to support non-academic services will grow to include an Accounting Manager, Budget Manager, HR Manager and Operations Manager, all overseen by the DFO.

In order to ensure that non-academic services are properly supporting the campuses and their mission, CFA will track operational goals and metrics, with the primary goals and metrics outlined below.

Goal	Metric	Area	Owner	Year 1	Year 2	Year 3	Year 4	Year 5
Strong Financial Condition	Balanced Budget	Financial Services	DFO	Yes	Yes	Yes	Yes	Yes
Strong Financial Condition	Change in Net Assets	Financial Services	DFO	> $0	> $0	> $0	> $0	> $0
Strong Financial Condition	Average Days of Cash	Financial Services	DFO	30	60	90	120	120
Strong Financial Practices	Compliance with Debt Obligations	Financial Services	DFO	Yes	Yes	Yes	Yes	Yes
Strong Financial Practices	Audit Findings	Financial Services	DFO	None	None	None	None	None
Strong Financial Practices	Financial Statement Reporting	Financial Services	DFO	Monthly	Monthly	Monthly	Monthly	Monthly
Strong Teacher Retention	% of High Performing Teachers Returning	Academic Services & HR	Campus Leadership	80%	85%	90%	90%	90%
High Student Demand	# of Applicants Per Seat	Academic Services & Community Outreach	Executive Director & Campus Leadership	1.5	2.0	3.0	3.0	3.0
Consistent Network Availability	Network Uptime	Operations	Ops Manager	100%	100%	100%	100%	100%
Supportive Facility Condition	Staff Survey on Maintenance & Cleaning	Operations	DFO	90% positive	90% positive	90% positive	90% positive	90% positive

CFA leadership will provide the board and respective board committees with periodic reporting on these goals and metrics. By leveraging the board committee structure to affirm these goals and monitor performance outcomes compared to these goals, the board will be able to hold CFA management accountable for expected quality of operational services and drive improvements, if necessary.

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.

Having been part of establishing new schools in the past, the CFA team is fully prepared for the challenging and important task of successfully opening a new school, and in CFA's case, two campuses in the first year.

Ultimately, the Managing Director/CEO is responsible for ensuring a successful launch of CFA campuses. During the planning year, a DFO and Campus Leadership will be staffed in addition to the Managing Director/CEO, from January through August before school openings. Along with these staff members, board members will also play a role to assist with the start-up of the organization. A full list of tasks for school start up can be found in the Appendix.

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.

CFA will utilize a variety of methods and media to attract and recruit a broad range of youth throughout the communities it will serve. Each method and all recruitment materials and media will include information regarding CFA's ability to serve students with disabilities. Recruitment activities will include:

- Participation in the Annual CPS High School Fair
- CFA's website listing of campuses
- Inclusion on CPS' listing of alternative schools
- Inform traditional high schools of CFA's ability to serve and focus on serving high risk students
- Inform local churches and community and service organizations
- Distribution of flyers and brochures throughout neighborhoods and at schools
- Advertise in community newspapers
- Distribute literature to local community organizations and churches

- Advertise on public transportation, local radio stations, cable access channels and public affairs stations
- Utilize social media venues such as Facebook, Twitter, and Instagram

CFA will recruit citywide and will make special effort to ensure all student are welcome regardless of any special circumstances.

Admission and Program Entrance Requirements

For the purposes of admission into the Charter, CFA accepts enrollment of any pupil who resides within the City of Chicago (Board of Education District #299), is 16-21 years of age, at risk and has dropped out or formally withdrawn from his or her former school. Priority for enrollment is given to pupils who were enrolled in the previous year, unless expelled for cause, neighborhood youth and siblings of students currently enrolled. Students who have reached the age of 21 before the beginning of the academic year may not enroll in CFA. Likewise, students who are under the age of 16 at the beginning of the school year may not enroll in CFA. If the student turns 21 during the school year, s/he may remain in enrollment for the rest of that year only.

Notwithstanding the above admission and program requirements, CFA shall operate at all times in accordance with the Charter Schools Law and all other applicable Federal and State laws from which the Charter School is not otherwise exempt, and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special education services. All campus program entrance criteria must include the following non-discrimination/ Equal Employment Opportunity & Fair hiring language: "Campus does not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special education services."

Students interested in enrolling in CFA can apply directly to a CFA campus in person or via CFA's website or to the CFA office. Applicants are fully informed of the educational programs and services offered. Included in CFA's policy is full disclosure of all available educational services and program offerings. Applicants must be fully informed of the process of application for CFA membership.

CFA will use an application form to document the application process. In addition to an application form, the following information is collected on each applicant and maintained on file:

- Proof of age
- Proof of residence
- Drop or release forms from their prior school
- Transcript (when available).

Enrollment, Application, and Lottery Process

Applicants may apply to enroll in CFA at one of CFA's campuses or at the administrative office. Students wishing to enroll in CFA must indicate their campus preference or preferences in rank order on the application for enrollment. In the event that an applicant meets CFA's enrollment criteria and meets program pre-enrollment criteria for their selected campus, and there is no available space, the applicant will be placed on the CFA lottery list. CFA shall not request information in the application process about a student's academic aptitude, special education needs, or English Language proficiency.

Application process - applicants are informed of the following:

- The availability of space
- A description of the campus program that includes, at a minimum, the classes offered and the graduation requirements
- A determination of whether the applicant meets CFA's admission criteria

In the event that there are more applicants than available space at a campus, and the applicant meets the campus admissions criteria, the applicant's name will be placed on a Waiting/Lottery List (see below).

Lottery Process

All waiting/lottery lists and applicant referrals are forwarded to the CFA office. During the course of the school year, CFA maintains a "Waiting/Lottery List" of eligible applicants. If at any time there are more eligible applicants for enrollment than available space, eligible applicants are selected by lottery. CFA conducts one lottery per year, prior to the beginning of the new school year. The CFA central office draws from that lottery to enroll students for the new school year, and then conducts lotteries as needed to fill available seats when students withdraw or graduate. The applicant remains in the lottery pool until he/she is removed due to enrollment or the student has moved with no forwarding address and/or has no working phone number, is no longer interested in attending CFA, or is no longer eligible for enrollment.

If by June 1 of each year there are more eligible applicants than space available for the upcoming year, eligible applicants shall be selected by lottery. The Waiting/Lottery List is a list of eligible students who have made application to CFA but were not accepted due to lack of available space. The Board of Directors or its appointees at the CFA administrative office between June 1 and August 1 of each year conduct the CFA annual lottery.

All lotteries are witnessed by a third party or videotaped.

Placement Criteria

CFA permits campuses to set campus program placement criteria in addition to CFA admission requirements. The use of placement criteria helps to determine each student's academic program. Placement criteria do not limit an applicant's admission into CFA. Placement criteria are defined as student information that is used to determine the most appropriate campus placement for the applicant. When determining the most appropriate campus placement CFA reviews the proximity of the campus to the applicant's home, the student's academic needs, and the student's area of focus. Campus program placement criteria must be directly related to the program mission. The campus must not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special education services. All campus program placement criteria must be part of the campus admission policies and procedures, and approved by CFA prior to the start of the school year.

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.)*

Most CFA students will ultimately be responsible for choosing their daily means of transportation to and from CFA campuses. These students will have the option to travel to and from school by means of walking, biking, private transportation, or public transportation, as each campus will be accessible through the use of Chicago public transportation services. Ensuring that we meet the transportation needs of all of our students, staffed Mentors will discuss the transportation options with students at the beginning of each school year to be sure each student's transportation needs are met. CFA will ensure that adequate transportation is provided to students with disabilities, low-income students, and students in temporary living situations:

- *Students with Disabilities*: Students with disabilities that inhibit their ability to travel to and from school will be provided with bus services through CPS. If the need for transportation services is not already indicated in the student's IEP, the determination of needed transportation will be made through IEP development.

- *Low-Income Students*: CFA will make students and families aware of the Parent/Guardian State Pupil Transportation Reimbursement Program (found in the Illinois School Code at 105 ILCS 5/29-5.2). This way, eligible families will be able to apply for transportation cost relief. In cases where reliable transportation is still not available to these students, CFA will provide transportation resources in the form of subsided public transportation vouchers.

- *Students in Temporary Living Situations (STLS)*: CPS offers Educational Support for eligible STLS through the guaranteed right to transportation to go to and from the school as long as she or he is in a temporary living situation or, if the student becomes permanently housed, until the end of the academic year. A CFA staff member will be responsible for the appropriate contact with CPS personnel regarding coordinating this transportation and communicating with eligible students.

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 *.)*

Connected Futures Academies will develop all necessary policies and procedures to be in full compliance with the American with Disabilities Act (ADA) and section 504 of the Rehabilitation Act prohibiting discrimination on the basis of disability and require accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology. This process will be overseen by the CEO and the Director of Finance and Operations and informed by legal counsel. The ADA Policies and Procedures will be place by the end of first quarter of the implementation phase.

ADA Compliance Table

ADA Compliance Activity	Description	Staff Member Responsible
Employment Practices, including addressing accommodations in hiring and employment	CFA will adopt employment policies that forbid employment-related discrimination on the basis of disability. CFA will consider all candidates, regardless of disability, that are qualified and can perform the job with or without accommodations.	Managing Director & Board
Policies, Practices & Procedures, including making reasonable modifications if necessary to accommodate persons with disabilities	Accommodations will be provided to employees in order to perform their position duties. Activities and meetings will be scheduled in locations that ensure that all invited employees have accessibility to participate.	Managing Director & Director of Finance and Operations
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	CFA will ask that parents and visitors make a request for meeting accommodation within 2 days of a meeting or activity. CFA will provide the necessary accommodations.	Managing Director & Director of Finance and Operations
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	CFA will document the need for assistive technologies in each student's IEP and will report it to CPS Department of Diverse Learners. CFA will accommodate employees requiring special technology to perform duties accommodations.	Managing Director & Director of Finance and Operations

3.2 Governance Model

a. Governance Structure: (i) Describe the structure of the governing Board at the proposed school. 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.[23]
• Attach a board calendar
• Attach board bylaws
• If applicable, attach proof of filing for 501(c)3 status by the applying entity.

A major role of the Connected Futures Academies Board of Directors is to serve as a thought partner to executive management and staff as they strive to operationalize CFA's vision and mission. CFA's Board of Directors is ultimately responsible for all aspects of the operations of all CFA Campuses. The Board of Directors at all times will meet and exceed minimum requirements for sustaining it's not for profit corporate status for the State of Illinois. The Board will maintain a minimum of 3 and not exceed a maximum of 15 voting directors. CFA's Managing Director will serve as an ad-hoc member of the board. Board members will be selected that have expressed concerns and desire to truly help the population of students that CFA intends to serve. Additionally every board member has the skills and capacity to assist CFA in accomplishing its mission. As in any initial start-up, the Board of Directors will be called on to recruit additional members to round out the board's skills and expertise.

The Board of Directors will have the following standing committees: executive, finance, program compliance and performance, fund development, and facilities. The Board will have the power to appoint additional committees and to delegate the appropriate authority as needed. A committee with corporate authority must have a majority of membership comprised of directors. The Executive Committee meets monthly and is responsible for recommending policy decisions as well as discussing strategic issues that require immediate dialogue. The executive committee can act on behalf of the board if prompt and urgent action is required in the areas of human resources, finance and health and safety concerns. The Executive Committee is chaired by the Board Chairman is comprised of all corporate officers and committee chairs.

- Finance Committee – reviews budget proposals and year to date financials, elects an auditor, reviews the annual audit, and reports to the full board. The Finance Committee is chaired by the Board Treasurer.
- Program Compliance and Performance Committee – reviews organization compliance to all applicable laws including charter law, contract compliance (CPS, state and federal grant contracts), monitors academic performance by campus. The PCP Committee is chaired by the Board Vice-Chairman.
- Fund Development Committee – works to ensure that CFA meets it's fund raising goals by developing and implementing the board approved fund development strategy. The Fund Development Committee will be chaired by a member of the board with particular expertise suited to support the fund development efforts of the organization.
- Facilities Committee – works to ensure that CFA facilities meet all applicable Health and Safety and ADA requirements, oversees preventive maintenance schedule, identifies new facilities, and oversees lease and construction negotiations and contracts. The Facilities Committee will chair by a member of the board with particular expertise in real estate development and management.

Each committee will be chaired by a member of the Board and may have committee members that are not on the Board but have particular expertise that will enable the committee to support the Board's decision making process. The Board of Directors will meet monthly to discuss the operations of CFA and progress toward annual goals and objectives.

In addition to the Board of Directors, each campus will have and a community advisory board which will support the unique focus of the campus and be responsible for local community relations and development.

The managing director holds a key leadership position in Connected Futures Academies. Under the authority of the board, the managing director assumes complete responsibility for carrying out assigned policies and regulations. The managing director has the authority to direct the implementation of the organization's programs and services, and is responsible for the management of all staff members and volunteers.

The managing director:

- Directs the day-to-day operations
- Implements policy
- Hires, trains, delegates, supervises, evaluates, and releases staff
- Attends all board meetings, and is invited to all committee meetings

• Acts as a consultant to the board and its committees

CFA's managing director has ten key responsibility areas:
1. Policy Management
2. Strategic Planning
3. Visioning
4. Leadership
5. Program Management
6. Personnel Management
7. Financial Management
8. Risk Analysis
9. Advocacy Management
10. Managing Director's Performance Appraisal Process

CFA's managing director in conjunction with the board's executive committee will develop annual performance metrics based upon the key responsibility areas that set the foundation for the board's evaluation of the managing director.

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.

Connected Futures Academies managing director is responsible for all day to day operations. The executive team of CFA is comprised of the managing Director/CEO, director of education/CAO, and the director of finance and operations. All directors report to the managing director with dotted line reporting to the chairs of the corresponding board committee. Site Directors will report to the director of education. The site director is the chief campus staff personnel. All site facility and personnel will report to the director of operations with dotted line reporting to the site director.

The CFA campus advisory boards will support the site director in securing additional resource to enhance the teaching and learning objectives at the campus level. The advisory board have no governance or programmatic oversight responsibility.

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.)*

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.

(i)   Desired Composition
CFA's board will include a combination of civic and corporate leaders who have a diverse set of skill sets, backgrounds and experiences. The board's by-laws will state that there will be no more than fifteen (15) members of the board of directors.

Our board will be comprised of members who have the following areas of expertise:
- Finance
- Development / fundraising
- Education
- Past governance experience
- Talent / human resources

Furthermore, in order to ensure fidelity to the mission of CFA, CFA will have board members who have a passion for serving at-risk youth.

(ii)   Board Member Recruitment
The Governance Committee will be responsible for recruiting new board members to CFA and for developing and running the re-nomination process of existing board members. With input from the Managing Director and the full board, the Governance Committee will identify skill sets and competencies that the board requires to enhance its work and leverage the relationships of the school, its partners and its constituents to identify members who fit the board's needs. CFA's current board of five members and the Managing Director have a diverse set of qualifications, including expertise in education, public finance, board governance, at-risk youth, law, marketing, executive leadership, and

strategy.   As CFA expands its board, it will recruit members with experience in development and fundraising and talent / human resources.

(iii)   Board Member Selection

Board members will have staggered terms such that the number of board members potentially entering and leaving at any one time is manageable. As a board member's term is coming to conclusion, the process for existing board members to be re-nominated will include a board member self-evaluation and a board member scorecard, both of which will be aligned to a board member job description. This process will be run by the Board's governance committee. As it relates to new board members, the governance committee will identify candidates for the board, leveraging member contacts and school constituents, based on qualification criteria and noted gaps in the board. The board members and CFA leadership will individually interview candidates prior to their nomination, and based on the outcome of those interviews, the governance committee will nominate new members to the full board, which is ultimately responsible for voting in new board members. The initial members of CFA's board were recruited by the Managing Director / CEO. Once CFA is approved for its charter, the board will transition from founding to governing, at which point committees will be formed, including the governance committee, which will take on the duty of recruiting additional board members.

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.

Section 14 of CFA's bylaws addresses CFA's policy on conflicts of interest. Specifically, in an instance where the board if voting on a transaction involving a board member, the presence of the board member who is directly or indirectly a party to the transaction, or a board member who is otherwise not disinterested, may be counted in determining whether a quorum is present but may not be counted when the Board or committee of the Board takes action on the transaction. For more specificity on CFA's conflict of interest policy, please see the attached Bylaws and draft Conflict of Interest policy.

23 Please note that the Governing Boards of charter schools are subject to the Illinois Open Meetings Act (found at the following link: http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=84&ChapterID=2) and the Freedom of Information Act (found at the following link:
http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=85&ChapterID=2)
(105 ILCS 5/27A-5(c)).
24 Please note that CPS requires at least one proposed founding Board member be present at the capacity interview.

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.

(i)   Design Team Board Role & Transition

During the design of CFA, the Managing Director, who is the primary design lead of CFA, shall serve as a voting member of the board. Board members will also be responsible for helping with the start-up of CFA. Once CFA is approved for its charter and the Managing Director is employed by CFA, the Managing Director will transition to being a non-voting member of the board. At this point, the board will cease performing any day to day planning and execution responsibilities and will transition into more of a governing role. The governing role will be primarily one of setting policies and expected outcomes of the Organization and overseeing the Organization's performance in accordance with those policies and expected outcomes. In order to effectively oversee the Organization, the board will work in a committee structure to oversee the Organization and no longer perform any day to day work of the Organization.

(ii)   Board Member Orientation and Training

The Managing Director will be responsible for on-boarding and orienting new board members, and will provide new board members with tours of CFA campuses and a copy of the Organization's business plan at the beginning of the board member's term. For ongoing training, CFA board members will adopt many of the recommended tools of The High Bar, starting with their guidebook for boards. A subscription to The High Bar will allow board members access to training on a variety of topics, including Executive Director oversight, committee effectiveness, oversight of fiscal soundness, development strategies, recruitment strategies, and academic oversight best practices. The CFA board will make a decision on its training options (The High Bar or other services) once CFA obtains its charter approval.

(iii)   Board Effectiveness

The Board will adopt a board job description which will include its own expectations of itself. It will also adopt a board member job description which describes the expectations of each individual board member. Each year, the governance committee will develop a self-evaluation that is aligned to the board job description and will measure the board's overall effectiveness based on this self-evaluation. Individual board member effectiveness will be measured in two ways: 1) based on a self-evaluation that each board member completes, and 2) based on an evaluation that the governance committee completes on each board member, in alignment with individual board member job descriptions. These individual evaluations will be used to determine a board member's status for potential re-nomination.

4   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.
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).

Connected Futures Academies have developed financial projections that align with and represent its mission and vision. CFA, at full development, will include five campuses across the City of Chicago, under the larger umbrella of a central CMO. As requested by the template Instructions tab, individual templates have been created for each proposed campus and included as a part of this application. CMO level costs have been allocated to the campuses and incorporated into their expenses - this allocation detail can be found on the CMO Costs tab.

Summary and Primary Assumptions

Each proposed campus generates a surplus in every year of operation, with year 5 surplus margin ranging from 1% to 13% across all campuses. Primary assumptions made in each template include:

- Each campus will start with 125 students in the first year of operation and grow to max enrollment of 165 students by year three
- Staffing in year 5 aligns with the table below

Position	FTE
Lead Teacher / Site Director	1
Academic Advisor	1
Registrar	0.5
Mentors	2
General Ed Teachers	4
SPED Teachers	2
SPED Clinicians – Psychologist, Social Worker, Speech Therapist, Nurse	0.1 each

- First year average general ed teacher salary is $50,000
- Salaries assumed to increase at 2% per annum
- CFA will contribute 10.6% to CTPF and 4.40% to 403b for eligible employees
- Additional assumptions can be seen in the Budget with Assumptions, Calculations, and CMO Costs tabs of the template

Each of CFA's campuses will adopt a blended learning model and will partner with a City College of Chicago to provide dual enrollment opportunities for students. Teachers and mentors will work with students to develop the necessary skills and knowledge to be successful in a given career-focused industry, including: Allied Health; Manufacturing; Green Construction; Hospitality; and Technology.

These unique aspects to CFA's educational plan are reflected in the Budget Template, and noted below:

Campus Additions

CFA plans to open two campuses in Fall of 2014, and then it will add one campus each year for the next three years (Fall of 2015, 2016 and 2017). While this timeline is reflected in the Calculations and CMO Costs tabs of the financial forms, the nature of the Budget Template required that Campuses 4 and 5 appear as though they are opening in 2016. Adjustments to calculations for rates and enrollment have been made accordingly and can be seen on the Calculations tab of the Budget Template.

Additional information about each campus can be found in the table below:

Campus	Year Open (Actual)	Location (where available)	Focus	Partner
Campus 1	FY15	N/A	Hospitality & Construction	Kennedy King College
Campus 2	FY15	Near West	Allied Health	Malcom X College
Campus 3	FY16	Chicago Lawn	Manufacturing	Daley College
Campus 4	FY17	N/A	TBD	TBD
Campus 5	FY18	N/A	TBD	TBD

Note: for campuses 1, 4, and 5, we have assumed CPS District (Default) in the neighborhood selection on the budget template's 'Revenues-Fed, State, & Expan.' tab. The predetermined percent of students eligible for free and reduced lunch in the template is low compared to estimates based on past experience with the same target demographic – this results in underestimated SGSA and Title I funds for CFA schools in this template.

Dual Enrollment – Impact on Staffing & Revenue Forecasts

Students at CFA will also be enrolled in one of the partner City Colleges of Chicago, dependent upon their campus and field of study. Students in their first year at CFA will spend 30% of their time enrolled at a local college, while students in their second and third years will spend approximately 60% and 100% of their instructional time, respectively, at the local college. Because students at CFA will not spend all of their instructional time at the school, student-teacher ratios are notably higher than other Chicago charter schools, though they are similar to those at alternative schools with comparable dual enrollment models.

CFA will pay tuition for students to attend local colleges, at varying rates. This is reflected in the Budget Template in the Expense line item for "Dual Enrollment." The Calculations tab provides additional explanation as to how this expense was calculated, based on the estimated number of students in their first, second and third years for Years 1 through 5 of the school's existence. A weighted number of dual enrollment students was calculated for each year, multiplied by the $2,000 full-time tuition rate for the local college.

Additionally, City Colleges of Chicago has agreed to provide a tuition reimbursement of 50% to CFA for the first two years of the school's existence. This is reflected in the Revenues line item for "Revenue from City Colleges of Chicago."

Blended Learning School Design

Connected Futures Academies will operate a blended learning model, wherein students spend a portion of their learning time using technology independently, rather than through direct instruction from a teacher. For their model, CFA assumes a one-to-one ratio of student to device, so that all students may access their online coursework simultaneously, if need be. CFA will purchase chromebooks for all of its students, and assumes 40 additional device purchases per year per campus for replacement purposes. IT costs also include per-student rates for digital curricula, instructional systems, and a student information system, as well as spending on computer network equipment (includes cost of wiring, infrastructure, switches, firewalls and regular maintenance).

As a result of its blended learning model, CFA will have a higher student-teacher ratio than is typical of a traditional Chicago charter school. The technology-based model allows classroom teachers to rotate between groups of students for more direct attention, as well as for more independent online work for the student him/herself. Mentors are used to assist students with independent work, at a lower average salary than a certified teacher. Lower student-teacher ratios can also be attributed to the dual enrollment model with City Colleges of Chicago explained above.

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.

There is an increasing awareness nationally of the need for personalized learning and career readiness models serving alternative students. Therefore, CFA's fundraising plan includes pursuing multiple sources of additional revenue to enhance the CMO and campus-level programming. The Board of Directors will have a Development Committee devoted entirely to working alongside the Executive Director and DFO to build these relationships and funding opportunities. Additional revenue in CFA's plans and financial forms include:

Organization	Funds Pursued	Assumption
Workforce Investment Act (WIA) Grants	$75,000 Annually, per campus	Per campus beginning in Year 2 of each campus' operation
The Walton Family Foundation	$250,000 One time, per campus	Per campus, one time, in Year 1
Next Generation Learning Challenges (NGLC)	$150,000 One time	One time grant in Year 0 for Campus 2 only
CFA Board of Directors	$50,000 Annually	Minimum of $50,000 raised annually by Board

Workforce Investment Act (WIA) Grants

WIA grants are provided through the Illinois Department of Commerce & Economic Opportunity. CFA Leadership has experience in acquiring these grants and understands the organization's willingness to support alternative models like CFA. These grants are provided on an annual basis at an assumed average rate of $75,000 per campus and will fund general program

support. Funding is assumed to begin in year 2 at each campus, after a demonstrated successful first year of campus operation.

The Walton Family Foundation

The Walton Family Foundation funds alternative charter schools that meet the organization's academic standards. CFA will pursue the $250,000 base grant award from the Startup Grant Program after receiving the charter authorization. The funds are assumed to be received in year 1 at each campus. To remain conservative, CFA budget templates reflect keeping the entire award from Walton in contingency. This will add flexibility to spending at the campus level in the event that the award is received.

Next Generation Learning Challenges (NGLC)

CFA is applying to NGLC's Wave IV Grant for breakthrough school models for college readiness. A summary of the grant can be found here. NGLC funds "bold" breakthrough school models in the blended learning space, and CFA's blended learning model is particularly bold in serving the target alternative student population. CFA was discouraged from applying to the NGLC Chicago regional pilot because the cohort program stated that they do not have the expertise to support design for the most at-risk kids. Therefore, CFA will apply directly to NGLC for the national $150,000 launch grant for a single school model, due on December 2, 2013. Grantees will receive the proceeds in the 2014 incubation year. These funds will be used primarily to support Campus 2's year 0 blended learning purchases and to build a cash balance for year 1.

CFA Board of Directors

The Development Committee on the Board of Directors will be responsible for overseeing the fundraising of $50,000 annually. The minimum requirement of $50,000 will be incremental to the funds raised from the organizations above, and will be raised primarily through connections with individuals, corporations and foundations, as well as through fundraising events. The funds raised by the Board of Directors will benefit all campuses.

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.

Connected Futures Academies will comply fully with all applicable financial reporting and legal requirements regarding fiscal management and oversight. CFA's policies and procedures relating to these matters can be subdivided as follows:

Financial Oversight and Responsibilities

The responsibility of financial oversight lies with the Board of Directors, which will establish a Finance Committee that oversees financial reporting on a monthly basis. The Board will ultimately ensure that the financial operation of each school and the CMO overall remain aligned to the CMO's mission and vision.

CFA's Director of Finance and Operations (DFO), with the approval of the Board of Directors, will establish internal controls and financial and operational policies and procedures. The DFO is responsible for all matters pertaining to preparation and delivery of budget reports to the Board, in addition to day-to-day operations and compliance of all schools, according to financial policies and procedures of the CMO. The DFO will also establish CFA's chart of accounts, as well as establish and implement an accounting software system.

Policies and procedures approved by the Board will establish authorized personnel for contract decision making and check signing. All checks written by the accounting staff will use pre-numbered check stock. The bank accounts will be monitored on a weekly basis to ensure that no fraudulent checks have been presented to the bank and paid. Upon receipt of the monthly bank statements, a reconciliation of bank to books will be completed using the software in the general ledger system.

Per Section 3.1.a, the DFO will oversee the following services:

In-House Services	Contracted Services
Budget and Financial Planning	Audit
Bookkeeping and Bank Reconciliations	Legal
Procurement and Payables	Payroll Processing
Human Resources	Insurance
Information Technology	Food Service

Security	Custodial & Maintenance
Printing and Office Operations	Waste Removal & Grounds

In Year 3, the CMO will hire a Budget Manager, whose primary responsibilities will be to help the DFO and Executive Director develop the annual budget and to prepare monthly budget reports for presentation to the Board. Both the DFO and the Budget Manager are employed at the CMO level and will be shared across all five locations.

Other relevant personnel that will report to the DFO include an Accounting Manager (beginning in Year 2) and a Payroll & A/P Clerk. The Finance & Accounting CMO personnel will follow CFA's policies and procedures, and compliance with these procedures is a part of the annual review process for all personnel.

Financial Reporting

The Finance Committee will meet each month in advance of regularly scheduled full board meetings. Full board meetings will include time for the DFO to present the monthly financial report. This financial report will include budget vs. actual income statement (statement of activities), as well as a balance sheet (statement of financial position), and a cash flow forecast. Financial reporting is summarized in the following table:

Report Type	Personnel Responsible	Frequency
Income Statement - Budget v. Actuals Report	DFO & Budget Manager (when applicable)	Monthly
Balance Sheet	DFO & Budget Manager (when applicable)	Monthly
Cash Flow Projection	DFO & Budget Manager (when applicable)	Monthly
Annual Budget	DFO & Budget Manager (when applicable)	Annually
Audit	External party	Annually
IRS 990	DFO & Budget Manager (when	Annually

	applicable)	

CFA's records will be maintained in compliance with 105 ILCS 5/27A-5(f) and the Not-For-Profit General Accepted Accounting Principles (GAAP). CFA will submit reports at each of the state required reporting periods according to the procedures required by the Illinois State Board of Education, and/or by Chicago Public Schools.

Budgeting

The DFO will prepare a campus-level budget for each school in collaboration with the campus leadership. In addition, the DFO will work with the central CMO staff to prepare a central budget and will roll-up all campus and central budget information into a consolidated CMO budget. A first budget draft will be developed by February prior to the beginning of the fiscal year on July 1. This draft will be used as a guide for the spring staffing and procurement process. A final fiscal year budget will be approved by the Board in June of each year.

Audits & Compliance

CFA will provide for a complete annual financial audit for each fiscal year by November 1 of the following fiscal year, according to Illinois Charter Law. The annual audit will be performed by an independent firm of Certified Public Accountants (CPAs), licensed to practice by the Illinois Board of Examiners. The audit will be provided to the State Board of Education with the IRS form 990 from the prior year.

The audit will include the state of all revenues, expenditures, and ending balances and will contain accompanying financial statements and other supplementary documentation typically provided by an independent auditor. Additionally, the annual audit report will include the auditor's independent review of the fiscal policy and procedures of the school.

Legal Compliance

CFA will maintain sufficient records and policies to ensure compliance with all applicable local, state, and federal legal requirements, including the specific requirements of the Charter Agreement with Chicago Public Schools.

CFA will also use internal auditing procedures to maintain compliance with the Office of New Schools' compliance chart and any applicable teacher certification requirements.

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.
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.
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.

CFA has identified a number of site in high need areas based upon CPS seat need analysis for out of school and off track youth. CFA Site 1 is located in the Illinois Medical District. The building is approximately 27,000 sq. ft and will need renovation. CFA anticipate seeking a loan from the IFF in the amount of $200,000 to renovate the building. Because our plan is to develop more of collaborative learning spaces, CFA anticipates the bulk of the construction budget will be in the creation / expansion of restrooms. If CPS approves the plan CFA will co- locate 2 academies at the IMD location. Anticipated construction timetable is 5 – 6 months.
CFA Site 2 is located in Englewood community on 60th and Green in an historic firehouse. CFA is planning to be a partner with Sweetwater Foundation for the plan develop of an urban agriculture facility. The fire house is approximately 15,000 sq. ft. and will need modest renovations. Approximate timetable 18 months

CFA site 3 is part of the New Covenant Missionary Baptist Church in the Chatham neighborhood on 77th and Cottage Grove. Approximately 15 classrooms are available for use Monday – Friday. The Building will need no modifications because it is newly built. LOI is in process. Ready for immediate occupancy.