Curtis Sharif STEM Academy
(Science, Technology, Engineering, Math)
Charter School

Copyright Pending

<u>Arts, Character Education, Humanities</u>
Science, Technology, Engineering, Math

A Mathematical Equation for
Academic, Social, Ethical Success

CSSA

CSSA Charter School Proposal

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Curtis Sharif STEM Academy Charter School
Executive Summary

- Proposed school type and model (if applicable)
- Grades served (first year and at scale)
- Mission, vision, educational philosophy, and culture
- 5-year enrollment table that includes:
  - Number of students in each grade for each year of the initial five-year contract term
  - Total number of enrolled students for each year of the initial five-year contract term
- Mission, vision, educational philosophy, and culture
- Academic goals
- Demonstrated capacity to open and manage a high-quality school, including brief explanation of how proposed school type and model will drive success for expected student population
- If applicable, cite the targeted community, the rationale for the proposed community, and high-level overview of community partnerships

Overview: In order to prepare students to lead productive, meaningful lives, there must be a Master Plan for their educational experiences that is developed out of an end-goal objective of educating the student for a world in which he or she will emerge as a contributor and a leader and not cannon fodder for the prison system. The Curtis-Sharif S.T.E.M. (science, technology, engineering and mathematics) Academy's (CSSA) Design Team knows what a successful end goal looks like. Their experiences in higher education is an essential element in the development of this Master Plan. These practitioners, working in collaboration with pre-college educators, have developed an educational system built using best practices and research-based system that will change the educational trajectory of primary grade school students and transform the educational outcomes for middle school students who come to CSSA after being enrolled in other systems. The National Research Council (NCR) of the National Academies (Science, Engineering, and Medicine) published a paper detailing the ways in which the United States must begin thinking about STEM Education: They write, "Science, mathematics, technology and engineering are *cultural achievements* that reflect people's humanity, power, the economy, *and constitute fundamental aspects of our lives* as citizens, workers, consumers, and parents (Italics mine).[1]" The NRC frames STEM education as an inalienable right..

CSSA agrees. We are committed to shepherding our students into the Higher Education/Post-Secondary Education Pipeline. Design Team members' work at the University of Illinois at Chicago, DePaul University, and the Chicago City Colleges has been to plug the holes, stop the leaks and create clear passageways to success by utilizing Problem Based Learning and International Baccalaureate strategies that have proven their utility and effectiveness on an international scale. The leading nations for academic accomplishment are East Asian. They have developed models in reading, math, science, history and world languages that are internationally rated the best. These Problem Based Learning and International Baccalaureate- based systems are the ones CSSA will utilize.

The CSSA is an elementary school that models student-centered, learning-focused, outcomes-driven learning environments. CSSA integrates the fine arts, character education, the humanities and world languages into a STEM curriculum. This Arts Integration Model is a whole school/whole child model that has had significant success in preparing urban youth for college, productive careers and being life-long learners.[2] The coming decades promise to be an era in which one's ability to contribute to technological advances will be at the forefront and foundational to one's capacity to be economically stable; while being immersed in the arts, character education, the humanities and languages are essential elements of a well-rounded education. Thus, individuals who are able to integrate their talents and career interests with technology have the greatest capacity to contribute to the world economy and the

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arena of ideas. The need for individuals who think critically and creatively; individuals who are problem solvers and have cultivated the habits of mind essential to success continues to grow (See NRC Study.).

At CSSA, our mission is to prepare young people to take their rightful places in the world as creative, innovative leaders and contributors to a global economy. It is the vision of CSSA to prepare youth and their families to be creative problem solvers who make meaningful contributions to their communities and the world. The CSSA educational environment exposes students, beginning in pre-Kindergarten and at whatever point they enter the 'CSSA Pipeline to Excellence', to a curriculum that focuses on inquiry-based learning, critical thinking skills, problem-based learning, the scientific method, the Socratic method, the arts and an international baccalaureate curriculum informed by the Singapore Educational System aligned with the common core standards to engage students in intellectual inquiry in every subject area.

Recognizing that a quality education cannot be achieved within the confines of six-hours, CSSA's whole school/whole child model requires an extended school day[3]. All students begin at 7:45 a.m. and are engaged in curricular and co-curricular activities until 6:00 p.m. CSSA's school year follows the traditional September through June calendar year, however; all students are engaged in academic enrichment programs during the summer months. Whether the summer program is remedial or enrichment is based on the child's performance during the school year.

CSSA has received the approval of the Ministry of Education for Singapore to utilize its curricula in the school. CSSA is working with the Ministry of Education for Singapore to establish an International Educators Exchange Program that will allow CSSA instructors to visit Singapore and observe their system in action and allow Singapore instructors to come to the United States to observe our systems. Singapore educators will collaborate with CSSA educators via Distance Learning Modalities and the Internet to provide professional development workshops and to discuss best practices, instructional strategies, and teaching practices as part of CSSA's Job Embedded Professional Development Program[4].

The CSSA Mission and Vision:
The Curtis-Sharif STEM Academy Mission is to provide a college preparatory elementary education that integrates science, technology, engineering, mathematics, the fine, cultural, visual and performing arts, character education, the humanities, and healthy living in an academically and intellectually rigorous educational environment that is culturally empowering, socially nurturing, safe, and orderly to develop creative, respectful scholars and leaders who are empowered to be positive influences in their homes and communities.

The Curtis-Sharif STEM Academy Vision is to empower students, parents, educators and every stakeholder to support student achievement on every level to develop creative individuals who are life-long learners, critical thinkers, problem solvers and engaged citizens, who are intellectually accomplished, culturally conscious, ethically focused and socially compelled to utilize their creativity, academic prowess and leadership capabilities as involved citizens and contributors to the global economy.

Educational Philosophy: Dr. Martin Luther King, Jr. said, "The function of education is to teach one to think intensively and to think critically. Intelligence plus character -- that is the goal of true education." CSSA activates Dr. King's pronouncement in that academic excellence and moral integrity are the by-products of an academically and intellectually rigorous, culturally empowering, socially nurturing, safe,

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orderly, bi-lingual and bi-literate, quality, holistic, research-based, outcomes-driven, elementary education environment. These elements are essential to positively impacting each child's education during the years that the foundation for academic excellence is established and is a major factor contributing to an individual living a productive, meaningful life. CSSA advances the idea that the educational capital of a learner is developed during preschool, nurtured in primary school, matured in middle school, and expanded and accelerated in junior high. Studies indicate that by eighth grade a student's intelligence quotient for college readiness has been established. When students do not receive a quality education at any juncture in their educational journey, deficits develop that must be corrected. Thus, there must be a system in place to fill those learning gaps and move the learner to a place of academic excellence and educational success. CSSA has a Pre-K through 8th grade 'Pipeline to Excellence' that admits students at various points along the pipeline and provides the necessary continuum of interventions to ensure that every student experiences success and excels.

Enrollment Targets: In the first year, CSSA projects having 40 students each in Pre-Kindergarten, Kindergarten, 1st, 2nd, 3rd , 37 in 4th grades, and 22 students in 5th grade; for a total of 219 students. CSSA will add one grade level per year, until it reaches full capacity of 365 students at year five. Taking attrition into consideration, CSSA will recruit students at all grade levels that have openings for the particular coming year.

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
K	40	40	40	40	40
1	40	40	40	40	40
2	40	40	40	40	40
3	40	40	40	40	41
4	37	40	40	41	41
5	22	41	40	41	41
6	0	22	41	41	41
7	0	0	24	41	41
8	0	0	0	24	41
Total	219	263	305	348	365

School Culture: The School Culture at CSSA fosters outstanding academic achievement, continuous improvement, cultural appreciation, moral excellence, high expectations, personal responsibility, self-determination, individual accountability, bi-literacy and collegiality. CSSA has a School-Wide Professional Development Plan and a School-Wide Code of Conduct that are not just for students and instructional staff, but also for everyone. All stakeholders participate in workshops to ensure that they are indoctrinated into the tenets of the school's culture: "Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, Belonging, Uplifting, Independence, Interdependence, Generosity, Mastery, and Life-Long Learning." Everyone must demonstrate the highest levels of individual achievement, personal respect and cordiality, and move toward accomplishing the goals set for the hour, session, meeting, class, course, day, month, and year. Students, teachers, administrators, support staff, board members, funders and the community are engaged in an enterprise that supports our investments into human capital as a core value. CSSA's spirited atmosphere embeds the Mission and Vision of CSSA into the thoughts, words, plans and deeds of everyone, at all times. Teamwork is a core precept coupled with courage, respect, responsibility, perseverance, self-leadership, citizenship and honesty. There is a focus on student achievement that is undergirded by a curriculum that promotes progress through positive gains and academic success.

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At CSSA, there is an awareness of "the urgency of the now" a phrase coined by Howard Thurman to indicate that every moment must be utilized to achieve our shared/common goals. "Carpe diem!" In other words: enjoy, make use of, and seize the day! There can be no wasted time. We make constant and continual efforts toward achieving, maintaining and exceeding the performance standards set for the school. The CSSA mascot is the lion. The lion is internationally known as a symbol of strength, nobility, leadership, royalty, stateliness and bravery. This mascot represents the attributes we encourage students to manifest in their interactions with others. The various film depictions of this noble creature will be shown on Family Night, read as part of character education units, and dramatized in the visual and performing arts classes.

Academic Goals: The composite scores for students who meet or exceed standards of 13 schools in the Chicago Lawn Community range between 37 and 57%; those who exceed standards ranges from 3% to 10%; those who meet standards range from 34% to 50%; and those who are below the standards range from 37% to 51%. CSSA's ultimate academic goal for the school is to have 75% of the students scoring at or above grade level on standardized tests; with 50% scoring above grade level on standardized tests and 85% of the students earning grades of "A" and "B" in their classes. There will be no grade inflation, sympathy grading nor social advancement. Studies indicate that students must score above grade level on standardized test in order to be college ready. In Singapore 50% of its students score at the Advanced Level, which is between the 75th and 95th percentile, compared to 10% of U.S. students scoring in the advanced range. The NRC study cites statistics that show the educational disparity between black/white and Latino/white students' acquisition of math skills by the 8th grade continues to grow. The benchmark is 50% and the average student in the underserved groups of black, Hispanic, or low-income students performs roughly at the 20th percentile rather than the 50th percentile (See note 1). At CSSA, meeting the minimal requirement is not acceptable.

The National Research Council set three goals for STEM education in the United States: GOAL 1: Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields. GOAL 2: Expand the STEM-capable workforce and broaden the participation of women and minorities in that workforce. GOAL 3: Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines. The population shifts in the United States and Chicago in particular make CSSA's educational goal a National Imperative! CSSA will utilize a STEM with Arts Integrated Model to generate a thirst for knowledge that will guide the child's passion as a life-long learner and prepare him/her to lead a productive, meaningful and successful life with a STEM background in fields that are growing exponentially.

Demonstrated Capacity: The CSSA Design Team members have an average of 25 years of experience driving academic achievement and improving educational outcomes for African American and Latino students in the Chicago area. Their work with students in grades pre-kindergarten through college completion and post-baccalaureate degree programs provides a perspectives on the educational trajectory of students. They are painfully aware of the impact of learning deficits. They also possess the knowledge and training in how to prevent and eliminate them. Each has positively influenced the academic attainment of students, who were on the path to academic failure; some were about to enter the Pipeline to Prison. Hundreds of Chicago area students owe their success in elementary school, high school, college and STEM careers to their involvement with the educational programs and schools managed by Design Team members.

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Students who had been labeled 'special ed' for years were provided the appropriate interventions. These students' began scoring in the 85th percentile on standardized tests. Other special education students are currently enrolled in universities around the country, majoring in STEM disciplines and maintaining GPAs of 3.2 and higher. Students receive full scholarships to institutions like Harvard University and graduate on time with STEM degrees. The measure of our success is in the college completion rates of our students and the capacity of what they learned in elementary school to sustain them throughout high school and into college.

Target Community: The Chicago Lawn community is situated on Chicago's southwest side. This is a family oriented community that has higher population density than other Chicago communities. Although its demographics for income suggest that it is a stable community, it ranks in the top third of Chicago neighborhoods for violent crimes. The community's household size and households with children are both 30% larger than the Chicago median. This has led to significant overcrowding in area schools, some of which are 83% overcapacity. There are 15 elementary schools within its borders that provide educational services to 15, 945 students. On a scale of one to ten, the Great Schools Advisory, a national school evaluation service, reports that the best school in this area rates a five, while the others earn threes and fours. The community struggles with abandoned homes, gangs and an influx of new residents; although, it is encouraged by new housing stock and employment opportunities in the region. The Greater Southwest Community Development Corporation, working with community organizations and residents, has developed eight strategies to ensure that the community does not continue to deteriorate. The eighth strategy focuses on education. The priorities in GSCDC's education plan are to build and strengthen parent associations, provide a community space in the school, end school overcrowding, establish and achieve educational goals and increase opportunities for pre-school education programs. The community is interested in the quality of educational opportunities for the students that reside there.

CSSA's Mission and Vision totally align with the priorities of the residents of the Chicago Lawn Community. CSSA will not only alleviate over-crowding and provide a community space for residents to meet; but it will provide a quality education beginning in preschool and extending to meet the educational needs of parents as life-long learners.

Each month, the school will engage in community service projects with the local senior citizens' housing facilities by bringing cards, gifts and toiletries to the residents and decorating the facility and showcasing their talents on holiday performances. CSSA will serve as a satellite site for currently existing community organizations that offer computer classes, literacy programs, ESL courses and adult education initiatives. It will also open its doors for community meetings and host the following outreach programs: a) a community education fair, b) a community health fair, c) a Saturday Robotics Program, d) a robotics competitions, e) a science, mathematics, engineering and technology career fair, f) a Community Garden, and g) and a home grown farmer's market.

Through CSSA's support from the Greater Southwest Development Corporation and Instituto Health Sciences High School, it has begun leveraging partnerships with over 35 organizations and will continue to reach out to the Southwest Organizing Project, Chicago Lawn Public Library, Envision Community Services, GROW, IMAN, the Southwest News Herald, the Southwest Reach Center, Al Salam Mosque, The Bahar Center, the Block Club, CeaseFire, Chicago Islamic Center, Church of the Open Door, Healthy Chicago Lawn Coalition, Holy Cross Hospital, IMAN Center, Maria High School, Marquette Bank, Metropolitan Family Services - Midway Center, Model Bungalow Block, Nativity B.V.M., New Hope Ministry, NHS of Chicago Lawn/Gage Park, Queen of the Universe, Sisters of St. Casimir Motherhouse,

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Southwest Women Working Together, St. Adrian, St. Clare of Montefalco, St. Gall, St. Mary Star of the Sea, St. Nicholas of Tolentine, St. Rita of Cascia, and St. Turibius.

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Curtis Sharif STEM Academy Charter School
2013 Proposal Narrative

Section 1:   Parent and Community Need, Engagement, and Support in Targeted Community
This section should provide an overview of the community in which the proposed school seeks to locate. The proposal should clearly articulate the need for the proposed school(s) in the identified community. 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.

The Chicago Lawn community is situated on Chicago's southwest side. This is a family oriented community that has higher population density than other Chicago communities. Although its demographics for income suggest that it is a stable community, it ranks in the top third of Chicago neighborhoods for violent crimes. The community's household size and households with children are both 30% larger than the Chicago median. This has led to significant overcrowding in area schools, some of which are 83% overcapacity. There are 15 elementary schools within its borders that provide educational services to 15, 945 students. On a scale of one to ten, the Great Schools Advisory, a national school evaluation service, reports that the best school in this area rates a five, while the others earn threes and fours. The community struggles with abandoned homes, gangs and an influx of new residents; although, it is encouraged by new housing stock and employment opportunities in the region. The Greater Southwest Community Development Corporation, working with community organizations and residents, has developed eight strategies to ensure that the community does not continue to deteriorate. The eighth strategy focuses on education. The priorities in GSCDC's education plan are to build and strengthen parent associations, provide a community space in the school, end school overcrowding, establish and achieve educational goals and increase opportunities for pre-school education programs. The community is interested in the quality of educational opportunities for the students that reside there.

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:
                (i)   Evidence of notifying parents/guardians and community stakeholders of the proposal
                (ii)   Examples of written or other communications that specify how parents/guardians and community stakeholders can provide comments on the proposal/proposed school;
                (iii)   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

The Design Team has a parent member on it, she has been at the local Parish talking about the school and garnering support. The Design Team and CSSA supporters have been canvassing the Chicago Lawn Community and speaking with residents about the proposed school and what CSSA has to offer the families and their children. It has secured the signatures of hundreds of residents and those who work, shop and utilize services in Chicago Lawn as a show of their support for the school opening in Chicago Lawn. We have spoken with individuals and families about the school and listened to their concerns about the kind of education they would like for their children to have. CSSA has met with the following: a) the leadership of the Greater Southwest Development Corporation and garnered their support; the Director of the Southwest Organizing Project. He will share the information with its Board of Director to

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obtain their approval. And c) the Priest at St. Rita's Parish has been asked to allow a Design Team member to make a presentation to the congregation and obtain their support for the school. CSSA is sending letters to community organizations, churches, health care facilities, libraries and businesses in the Chicago Lawn Community to make them aware of the proposal to open a charter school in the community. The response has been very favorable. The families really want to improve the educational outcomes for their children and support CSSA's commitment to providing an outstanding educational environment.

CSSA Community/Parent Outreach Activities

Date	Location	Type of Engagement	Outcomes
August 23, 2013	Community	Canvassing	Obtained Signatures
August 27, 2013	Community	Canvassing	Obtained Signatures
September 7, 2013	Community	Canvassing	Obtained Signatures
September 11, 2013	GSCDC	Met with the Executive Director	Verbal Commitment
September 11, 2013	SWOP	Met with the Executive Director	Will meet with SWOP Board of Directors
September 14, 2013	Community	Canvassing	Obtained Signatures
September 21, 2013	Community	Canvassing	Obtained Signatures
September 26, 2013	Electronic Communication	Sent Letters to Organizations	Informed of proposal to open school in Chicago Lawn
September 21, 2013	Community	Canvassing	Obtaining Signatures

Suggestions for the Charter School and Comments Received – See Addendum A-3

All comments and suggestions have been heard, vetted and fully incorporated into the CSSA Charter School Proposal.

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.

In the past 30 years, the Chicago Lawn Community has transitioned from being a mostly Caucasian middle class community of bungalow owners, to a community that is 49% African American and 45% Latino. There has been a high foreclosure rate, vacant properties, crime, and gang violence. Chicago Lawn continues to have a median family income that matches Chicago's; however, the family size of its residents is 30% larger than the Chicago median. The Community's greatest asset is its residents who have made a commitment to save their neighborhood, its residents and strengthen its community organizations. This neighborhood is a role model for what other Chicago neighborhoods should do to protect the investments in families, housing and community values. The Greater Southwest Development

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Corporation brought together hundreds of concerned individuals and organizations. They looked at what the community needs through a lens that dissected the problems, challenges and strengths of the community. Chicago Lawn refused to roll over and play dead and allow the blight that was seeping into the neighborhood to destroy it. The Greater Southwest Development Corporation published the results of their findings. The publication outlines the problems, but also offers eight strategies that it will utilize to improve the lives of Chicago Lawn residents.

CSSA has focused on the eighth strategy, because it directly addresses the need for improved educational opportunities for the children who reside in the Chicago Lawn community. This strategy targets developing alliances between the school and community through educational services and facility's usage. Currently, Chicago Lawn has fifteen schools within its borders. They provide educational services to 15,945 students. Two of the schools are grossly over-crowded; one is at 183% capacity. The National Great Schools Advisory, which rates school achievement on a scale of one to ten reports that only one school in this community earns a score of five, all others earn threes and fours. There is no STEM Academy in this community. There is a great need for a quality school that not only alleviates over-crowding, but a school that will prepare students for leadership in the 21st Century. CSSA's mission, vision and curriculum fulfill the needs of this community by preparing students to think creatively and critically through immersion in a curriculum that is rich in science, technology, engineering, mathematics, character education, humanities, world languages, and the integration of technology into the fine, cultural, performing and visual arts.

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

a. Evidence of Parent Support in Targeted Community. 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 (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. 2013 Request for Proposals for New Schools Page 25 of 52

Addendum B contains petitions signed by parents of school-aged children and community members who support the opening of the Curtis-Sharif STEM Academy in Chicago Lawn.

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

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

Through CSSA's support from the Greater Southwest Development Corporation and Instituto Health Sciences High School, it has begun leveraging partnerships with over 35 organizations and will continue to reach out to the Southwest Organizing Project, Chicago Lawn Public Library, Envision Community Services, GROW, IMAN, the Southwest News Herald, the Southwest Reach Center, Al Salam Mosque, The Bahar Center, the Block Club, CeaseFire, Chicago Islamic Center, Church of the Open Door, Healthy Chicago Lawn Coalition, Holy Cross Hospital, IMAN Center, Maria High School, Marquette Bank, Metropolitan Family Services - Midway Center, Model Bungalow Block, Nativity B.V.M., New Hope Ministry, NHS of Chicago Lawn/Gage Park, Queen of the Universe, Sisters of St. Casimir Motherhouse, Southwest Women Working Together, St. Adrian, St. Clare of Montefalco, St. Gall, St. Mary Star of the Sea, St. Nicholas of Tolentine, St. Rita of Cascia, and St. Turibius. Each organization has received communication from CSSA regarding the intent to submit a proposal to open a school in Chicago Lawn.

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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.

CSSA is currently seeking partnership with the following entities. The rationale for each partnership is identified in the narrative.

The Singapore Minister of Education has approved the use of its curricula. We are seeking to establish an educator's foreign exchange program with them. Daley College, Malcolm X College, and the University of Illinois at Chicago are among the external community partners CSSA has identified. CSSA will engage the Mexican Arts Center, Little Black Pearl, DuSable Museum to become partners. Government officials, corporate, philanthropic and industry leaders will be provided data on the success of the school and tours of the facilities. CSSA will utilize its facilities for town hall meetings to garner the support of politicians for funding efforts aimed at improving capital commitments to education. CSSA will engage community organizations, faith-based institutions, senior citizens' facilities, and area pre-schools in supporting, attending and benefitting from CSSA's outreach efforts.

The organizations in Chicago Lawn fall into four categories: Community development organizations, faith-based, businesses, educational-support and social services agencies.
CSSA will join and seek to partner with The Greater Southwest Development Corporation, Instituto del Progreso Latino, and the Southwest Organizing Project because of the great impact these organizations have had on the community. They serve as great resources and are at the pulse of the community's progressive movement. They are comprehensive in their approach to the community and offer great resources to families. We will partner with the faith-based organizations to develop community service initiatives and opportunities for the students to learn about other cultures. These organizations are: St. Adrian, St. Clare of Montefalco, St. Gall, St. Mary Star of the Sea, St. Nicholas of Tolentine, St. Rita of Cascia, and St. Turibius, the IMAN Center, Al Salam Mosque, The Bahar Center, Al Salam Mosque, Queen of the Universe, Sisters of St. Casimir Motherhouse, Nativity B.V.M., New Hope Ministry, Chicago Islamic Center, and Church of the Open Door. To expand students' awareness of business and career opportunities, CSSA will partner with the Southwest News Herald, Model Bungalow Block, NHS of Chicago Lawn/Gage Park, Holy Cross Hospital, and Marquette Bank. CSSA will solicit volunteers from each of these institutions to support projects like the school newspaper, the stock market project, financial literacy, the math club, the investment club and the health living initiative. CSSA will seek volunteers to serve as mentors from Instituto Health Sciences High School, CeaseFire, and Maria High School. CSSA will utilize the Chicago Lawn Public Library as an educational partner to make sure that every member of every family has obtained a library card; thus increasing the 'home reading literacy rating' of CSSA families. CSSA will seek to contract with Envision Community Services, the Metropolitan Family Services and Southwest Women Working Together to provide resources for families. CSSA seeks to work with organizations like Metropolitan Family Services and the Healthy Chicago Lawn Coalition because their lofty mission aligns with CSSA's-- MFS seeks "empowers families to learn, to earn, to heal, to thrive. Part mentor, part motivator, part advocate, Metropolitan provides a wide variety of programs and services designed to strengthen families and help them realize

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their full potential;" that mirrors the mission of CSSA. Healthy Chicago Lawn will be a partner in the school's gardening project.

The CSSA Board of Directors and school leadership will be responsible for initiating the relationships. The instructors and students will be responsible for cultivating and maintaining the outreach efforts' positive interactions with the community. They will maintain accurate records, conduct surveys and use other assessment tools to look at the hard/quantifiable and soft/quality benefits of the project. They will provide the Board of Directors with reports of the intrinsic and extrinsic values that have been quantified and qualified with recommendations on how to continually improve the project and its outcomes.

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

The Design Team will join the Greater Southwest Development Corporation and meet with the Education Committees of the five Aldermanic Wards that serve Chicago Lawn. It will also meet with the board of directors and members of local community organizations, businesses, churches, senior citizens' residences, day care centers, and homeless shelters. It will host focus groups, town hall meetings and conduct door-to-door canvassing of the neighborhood to inform the community about the school's mission, vision, goals, objectives and commitment to being a change agent and an integral part of the community. It will invite representatives to become actively involved in the school as volunteers and mentors; in the recruitment of students, faculty and staff; in serving as advocates for the school; and as engaged partners in the school's growth, development and success.

Each month, the school will engage in community service projects with the local senior citizens' housing facilities by bringing cards, gifts and toiletries to the residents and decorating the facility and showcasing their talents on holiday performances. CSSA will serve as a satellite site for currently existing community organizations that offer computer classes, literacy programs, ESL courses and adult education initiatives. It will also open its doors for community meetings and host the following outreach programs: a) a community education fair, b) a community health fair, c) a Saturday Robotics Program, d) a robotics competitions, e) a science, mathematics, engineering and technology career fair, f) a Community Garden, and g) and a home grown farmer's market.

The CSSA Community Gardening Project will be a galvanizing force in the community. It will serve as CSSA's on-going Community Engagement Participatory Project. Research has shown that "Community-based Participatory Action [Projects] are a powerful tool because their success is rooted in the enfranchisement of communities as full partners in determining their own…agendas and assuming active agency in achieving health [and other] related goals." CSSA will partner with the Healthy Chicago Lawn Coalition, the Master Gardener Program, and the Daley College Horticulture Program and use its Gardening Project as a powerful tool for community engagement. The American Association of Community Gardens "recognizes that community gardening improves people's quality of life by providing a catalyst for neighborhood and community development, stimulating social interaction, encouraging self-reliance, beautifying neighborhoods, producing nutritious food, reducing family food budgets, conserving resources and creating opportunities for recreation, exercise, therapy and education." Gardening has had a positive impact on communities and individuals. In prisons with gardening programs, there is a zero per cent recidivism rate among those inmates who participated in such programs while in prison.

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At CSSA, the Community Garden is a science-based education program that integrates all of the other disciplines to enrich the children's educational experiences. The students in the school and all members of the community benefit from being involved in this holistic program. CSSA will work with organizations like the Southside Green Thumbs, the University of Illinois Extension's University's Aquaponics Program, the American Community Gardening Association (ACGA) (which is championed by First Lady Michelle Obama), along with volunteers, academic institutions, community organizations and leaders who have committed their resources and their voices to advancing the cause of Community Gardening as a link to better health for communities with food deserts, a preponderance of preventable diseases, and poor health care. CSSA's Community Garden will reap all of the benefits espoused by the ACGA. Community Gardens:

- Improve the quality of life for people in the garden
- Provide a catalyst for neighborhood and community development
- Stimulate social interaction
- Encourage self-reliance
- Beautify neighborhoods
- Produce nutritious food
- Reduce family food budgets
- Conserve resources
- Create opportunities for recreation, exercise, therapy, and education
- Reduce Crime
- Preserve Green Space
- Create income opportunities and economic development
- Reduce city heat from streets and parking lots
- Provide opportunities for intergenerational and cross-cultural connections

Each year, the CSSA Community Garden will provide mutual benefits to CSSA and its partners in all of the above mentioned areas. CSSA's engagement with community organizations, faith-based institutions, senior citizens, and area pre-school children will undergird the elements of our Character Education Curriculum. The pillars of the curriculum: trustworthiness, respect, responsibility, fairness, caring, and citizenship promote ethical behavior and will be operationalized in the Community Garden. CSSA students will be informed, educated citizens who make positive contributions to the global economy, beginning in their own backyard.

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.

The Curtis-Sharif STEM Academy Mission is to provide a college preparatory elementary education that integrates science, technology, engineering, mathematics, the fine, cultural and performing arts, character education, the humanities, and healthy living in an academically and intellectually rigorous

educational environment that is culturally empowering, socially nurturing, safe, and orderly to develop creative, respectful scholars and leaders who are empowered to be positive influences in their homes and communities.

The Curtis-Sharif STEM Academy Vision: CSSA empowers students, parents, educators and every stakeholder to support student achievement on every level to develop creative individuals who are life-long learners, critical thinkers, problem solvers and engaged citizens, who are intellectually accomplished, culturally conscious, ethically focused and socially compelled to utilize their creativity, academic prowess and leadership capabilities as involved citizens and contributors to the global economy.

In order to prepare students to lead productive, meaningful lives, there must be a Master Plan for their educational experiences that is developed out of an end-goal objective of educating the student for a world in which he or she will emerge as a contributor and a leader and not cannon fodder for the prison system. The Curtis-Sharif S.T.E.M. (science, technology, engineering and mathematics) Academy's (CSSA) Design Team knows what a successful end goal looks like. Their experiences in higher education is an essential element in the development of this Master Plan. These practitioners, working in collaboration with pre-college educators, have developed an educational system built using best practices and research-based system that will change the educational trajectory of primary grade school students and transform the educational outcomes for middle school students who come to CSSA after being enrolled in other systems. The National Research Council (NCR) of the National Academies (Science, Engineering, and Medicine) published a paper detailing the ways in which the United States must begin thinking about STEM Education: They write, "Science, mathematics, technology and engineering are *cultural achievements* that reflect people's humanity, power, the economy, *and constitute fundamental aspects of our lives* as citizens, workers, consumers, and parents (Italics mine).[1]" The NRC frames STEM education as an inalienable right..

CSSA agrees. We are committed to shepherding our students into the Higher Education/Post-Secondary Education Pipeline. Design Team members' work at the University of Illinois at Chicago, DePaul University, and the Chicago City Colleges has been to plug the holes, stop the leaks and create clear passageways to success by utilizing Problem Based Learning and International Baccalaureate strategies that have proven their utility and effectiveness on an international scale. The leading nations for academic accomplishment are East Asian. They have developed models in reading, math, science, history and world languages that are internationally rated the best. These Problem Based Learning and International Baccalaureate- based systems are the ones CSSA will utilize.

CSSA's curriculum prepares its students for admission to selective enrollment and private high schools. The combination of the accelerated math, science, technology, engineering, arts, character education and world languages taught using problem based learning, international baccalaureate engagement and algebra and geometry introduced in the first grade, and college readiness skills taught at all levels ensure CSSA students that they will do well in academically rigorous environments. The embedded nature of the character education tenets supports the emotional and social development of CSSA students to help them to problem solve and critically think through tough choices and make decisions that have lasting positive impacts.

The Curtis-Sharif STEM (science, technology, engineering and mathematics) Academy Charter School (CSSA) models student-centered, learning-focused, outcomes-driven learning environments that integrate the fine arts, character education, the humanities and world languages into a STEM curriculum. This Arts

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Integration Model is a whole school/whole child model that has had significant success in preparing urban youth for college, productive careers and being life-long learners. The coming decades promise to be an era in which one's ability to contribute to technological advances will be at the forefront and foundational to one's capacity to be economically stable, while being immersed in the arts, character education, the humanities and languages are essential elements of a well-rounded education. The NRC report says, "The primary driver of the future economy and concomitant creation of jobs will be innovation, largely derived from advances in science and engineering. [Currently}, 4 percent of the nation's workforce is composed of scientists and engineers; this group disproportionately creates jobs for the other 96 percent. Current research indicates that careers in most areas have flat-lined or taken a nose-dive, but careers in technology are on the rise and will continue to do so for the foreseeable future. Fields like anthropology and the Fine, cultural, visual and performing arts are increasingly utilizing technology to enhance their capacity to create new ways of experiencing the arts and making sense of a world in which the space/time continuum simultaneously collapses and expands into a multi-dimensional universe. Thus, individuals who are able to integrate their talents and career interests with technology have the greatest capacity to contribute to the world economy and the arena of ideas. The need for individuals who think critically and creatively, individuals who are problem solvers and have cultivated the habits of mind essential to success continues to grow.

At CSSA, our mission is to prepare young people to take their rightful places in the world as creative, innovative leaders and contributors to a global economy. Students develop a solid foundation of values and principles. It is the vision of CSSA to prepare youth and their families to be creative problem solvers who make meaningful contributions to their communities and the world. The CSSA educational environment exposes students, beginning in pre-Kindergarten and at whatever point they enter the 'CSSA Pipeline to Excellence', to a curriculum that focuses on inquiry-based learning, critical thinking skills, problem-based learning, the scientific method, the Socratic method, the arts and an international baccalaureate curriculum framed by the Singapore Educational System and aligned with the common core standards to engage students in intellectual inquiry in every subject area. Recognizing that a quality education cannot be achieved within the confines of six-hours, CSSA's whole school/whole child model requires an extended school day. Students begin at 7:45 a.m. and are engaged in curricular and co-curricular activities until 6:00 p.m.[3] CSSA's school year follows the traditional September through June calendar year, however; all students are engaged in academic enrichment programs during the summer months. Whether the summer program is remedial or enrichment is based on the child's performance during the school year.

CSSA has received the approval of the Ministry of Education for Singapore to utilize its curricula in the school. CSSA is working with the Ministry of Education for Singapore to establish an International Educators Exchange Program that will allow CSSA instructors to visit Singapore and observe their system in action and allow Singapore instructors to come to the United States to observe our systems. Singapore educators will collaborate with CSSA educators via Distance Learning and the Internet to provide professional development workshops and to discuss best practices, instructional strategies, and teaching practices as part of CSSA's Job Embedded Professional Development Program.[4]

An essential component of the Master Plan is establishing the responsibilities of each stakeholder--they are the individuals/groups/constituencies who will receive the greatest benefit from CSSA's positive outcomes. The stakeholders for the Curtis-Sharif STEM Academy Charter School are the students, parents, teachers, administrators, non-teaching staff, community members, funders, government officials, the Illinois State Board of Education, the Chicago Public Schools and the CSSA board of directors. The CSSA Mission, Vision, Educational Philosophy and School Culture incorporate the key

elements for preparing students for success in elementary school, thus laying the foundation for success in high school, college, STEM careers and life. These principles guide the practices of school-based stakeholders to drive academic, social and intellectual achievement. The guiding principles and pillars for the school are: 1) At CSSA, teaching and learning are the top priority, thus student progress is frequently monitored through formative and summative assessments; 2) we have high expectations for the success of every student; therefore, CSSA provides academic support to ensure that every student achieves mastery and excels in every subject area; 3) parents are partners in their child(ren)'s education, thus we forge positive, healthy relationships with the child and his/her family. Our Motto is: "It takes a *healthy* village to raise a *healthy* child; and *we belong to that healthy village*" (italics mine); 4) we instruct students in the cognitive and metacognitive thought processes and the content areas of standardized tests to prepare them to exceed performance standards; 5) we have exceptional academic leadership which is supported administratively by outstanding operational leadership; 6) we have a school culture that promotes academic excellence, intellectual achievement, respect, safety, order, positive school/family relations; and the celebration of instructors as honored, capable professionals; 7) we utilize job-embedded professional development for all stakeholders to integrate the notion of life-long learning on all levels. The focus and expected outcomes of the professional development varies based on the stakeholder; i.e., for instructors, sessions provide training in job-embedded professional development; effectively utilizing Problem Based Learning; integrating science, technology, engineering, mathematics, the arts, the humanities and character education across the curriculum; Response to Intervention; responding to continual assessment and evaluation; interdepartmental and external collaboration; the continuum of interventions, and using an inquiry modality; for the Board of Directors, sessions will prepare them to be effective in their role as directors and evaluators of the school's academic and administrative performance; and 8) collectively, we are engaged in community outreach and social justice initiatives.

b. **Education 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.

Dr. Martin Luther King, Jr. said, "The function of education is to teach one to think intensively and to think critically. Intelligence plus character -- that is the goal of true education." CSSA activates Dr. King's pronouncement in that academic excellence and moral integrity are the by-products of an academically and intellectually rigorous, culturally empowering, socially nurturing, safe, orderly, bi-lingual and bi-literate, quality, holistic, research-based, outcomes-driven, elementary education environment. These elements are essential to positively impacting each child's education during the years that the foundation for academic excellence is established and is a major factor contributing to an individual living a productive, meaningful life. CSSA advances the idea that the educational capital of a learner is developed during preschool, nurtured in primary school, matured in middle school, and expanded and accelerated in junior high. Studies indicate that by eighth grade a student's intelligence quotient for college readiness has been established. When students do not receive a quality education at any juncture in their educational journey, deficits develop that must be corrected. Thus, there must be a system in place to fill those learning gaps and move the learner to a place of academic excellence and educational success. 'CSSA has a Pre-K through 8th grade 'Pipeline to Excellence' that admits students at various points along the pipeline and provides the necessary continuum of interventions to ensure that every student experiences success and excels.

The CSSA educational environment exposes students, beginning in pre-Kindergarten and at whatever point they enter the 'CSSA Pipeline to Excellence', to a curriculum framed by the common core standards

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and informed by critical thinking methodologies utilizing the scientific method, inquiry based learning, the Socratic method, problem-based learning and an international baccalaureate curriculum to engage students in intellectual inquiry in every subject area. Scientists, technology specialists, engineers, mathematicians, and humanists by nature and training approach the world from a perspective where they identify problems and set out to solve them. They ask, "who, what, when, and where, but also why and how." The last two questions go beyond the visual to the internal workings of everything in the world around us. At CSSA, students are taught the precepts of each discipline to move students from basic skills' acquisition to advanced levels of mastery. At CSSA, it is not enough to meet educational standards; students must exceed the standards in order to be ready to succeed in college and STEM careers. Instructors are empowered to be "Educational Engineers," who set out to solve the problem of advancing educational attainment for all students whether the student is classified as a naïve learner, an at-grade level learner or an accelerated learner. The student's race and/or ethnicity are never considered debilitating factors in his/her ability to achieve. These 'Educational Engineers,' aka Problem Solvers, utilize technology and other interventions to advance student learning. Students needing additional support(s) are provided that support, while students who are at- and above-grade level or demonstrate prowess in a particular area are given advanced lessons to support their ability to exceed standards and excel.

At CSSA, students are taught to be engaged learners, who receive assignments that require the student to utilize both their left brain and right brain. Lessons incorporate the tactile aspects of projects, and both 'hands-on' and 'minds-on' lessons and activities that require students to think and problem-solve in order to decipher or elucidate the specific problem. As problem solvers, students must decipher what the problem requires to be solved in order to achieve a sense of accomplishment in their personal ability to be successful, accomplished problem solvers. At CSSA, students are taught to conceptualize everything in life as a 'word problem' which requires them to master the ability to read with understanding, conduct research to enhance their ability to comprehend the basic premises and foundational knowledge connected to the problem, interpret a text (asking who, what, when, where, how and why) and clearly, and confidently articulate their ideas verbally and in writing. Because students have individual learning requirements, CSSA's learning environment is one in which each child is nurtured to achieve his/her highest level of academic success. In order to do this, the academic rhythm (learning style) of every child is identified, respected, nurtured and advanced. By taking the time to identify and understand the syncopation of a child's learning rhythm, an educator can utilize the information to design an Individual Learning Plan that will support the child's success in the academic environment.

When selecting and evaluating educators, CSSA will hire educators with a demonstrated record of advancing student achievement. It is not enough to ask them 'do you believe every child is capable of learning?' One must ask educators, 'are you capable of teaching every child?' To answer this in the affirmative requires a very different mindset--a paradigm shift that places the onus for student learning in the partnership between the student and the instructor. Great teachers may have age groups that they prefer teaching, but great teachers are willing to do the work it takes to ensure that every student they encounter in a learning environment is enriched by the encounter. Therefore, we acknowledge that every child is a capable learner when he/she is placed in an environment where his/her learning style is respected and the daily objectives are to nurture the child to achieve academic and social success. Each child understands that there is more to know about every subject and he/she has the capacity to advance his/her own knowledge and to contribute to others' knowledge as well.

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

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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 School Culture at CSSA fosters outstanding academic achievement, continuous improvement, cultural appreciation, moral excellence, high expectations, personal responsibility, self-determination, individual accountability, bi-literacy and collegiality. CSSA has a School-Wide Professional Development Plan and a School-Wide Code of Conduct that are not just for students and instructional staff, but also for everyone. All stakeholders participate in workshops to ensure that they are indoctrinated into the tenets of the school's culture: "Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, Belonging, Uplifting, Independence, Interdependence, Generosity, Mastery, and Life-Long Learning." They demonstrate the highest levels of individual achievement, personal respect and cordiality, and move toward accomplishing the goals set for the hour, session, meeting, class, course, day, month, and year. Students, teachers, administrators, support staff, board members, funders and the community are engaged in an enterprise that supports our investments into human capital as a core value. CSSA's spirited atmosphere embeds the Mission and Vision of CSSA into the thoughts, words, plans and deeds of everyone, at all times. Teamwork is a core precept coupled with courage, respect, responsibility, perseverance, self-leadership, citizenship and honesty. There is a focus on student achievement that is undergirded by a curriculum that promotes progress through positive gains and academic success. At CSSA, there is an awareness of "the urgency of the now" a phrase coined by Howard Thurman to indicate that every moment must be utilized to achieve our shared/common goals. "Carpe diem!" In other words: enjoy, make use of, and seize the day! There can be no wasted time. We make constant and continual efforts toward achieving, maintaining and exceeding the performance standards set for the school. The CSSA mascot is the lion. The lion is internationally known as a symbol of strength, nobility, leadership, royalty, stateliness and bravery. This mascot represents the attributes we encourage students to manifest in their interactions with others. The various film depictions of this noble creature will be shown on Family Night, read as part of character education units, and dramatized in the visual and performing arts classes.

CSSA's School-Wide Code of Conduct and School-Wide Professional Development Plan ensure that the positive school culture is 1) in writing with sections that pertain to each constituency group, 2) presented to each in a manner that is engaging and impactful, and 3) practiced on a daily basis with rewards and incentives for exceptional behavior and interventions for behaviors that do not promote the school's positive culture. There is a focused intentionality on the successful accomplishment of our goals from the macro-level to the micro-level: i.e., as an educational institution, academic departments, professional educators, budding scholars, parents and individual stakeholders.

At the outset of the school year, the professional development begins. There will be three weeks of professional development for every salaried employee (academic and non-academic) whose duties involve any direct student contact. All employees have an obligation to buy into and sell the Mission and Vision of CSSA. Employees are the primary articulators of the school's culture through their words and actions. They must remain motivated to maintain and sustain the school culture of excellence on all levels.

Professional development for students and their parents begins with a mandatory Orientation. At the Orientation, the CSSA Mission and Vision will be articulated, the goals and objectives for the academic year rehearsed, an overview of the curriculum given, the school's policies verbalized, the school's

processes for advancement reviewed, the school's core values enunciated, and the school's staff introduced. The Dean of Students also engages students and parents in a dialogue that establishes expectations; emphasizing the need for the development of an Individual and Family Mission Statement that includes the student's and parent's achievements at CSSA. The Student PD is three weeks long. It includes two weeks in a NASA Discovery Camp. The camp engages students through a curriculum that integrates science, engineering, mathematics, technology, and character education. There is an additional week in an Cultural Arts Camp. This camp engages students in an investigation and celebration of local artists' creative expressions and their history with the city of Chicago. In both programs, students engage in Problem Based Learning activities that reinforce the tenets of Character Education and set the expectation for excellence at the school.

Professional Development for parents includes a series of motivational and parent education workshops designed to empower parents to be effective leaders in their homes. Workshop topics include 'how to support your child as a learner', 'how to engage your child's teachers in meaningful and productive conversations about your child when the child is not achieving and when the child is doing well', 'understanding your child's physical and psycho-social developmental needs at each grade level', 'when and how to initiate the 'big' talks with your child', 'helping your child appreciate and celebrate his/her ethnic identity', 'how to identify resources and utilize them to your advantage', 'nurturing your child to be an effective decision maker', etc. There are also workshops that deal with Abraham Maslow's "Hierarchy of Needs" relating the importance of parents viewing themselves as life-long learners, who set and work toward achieving personal, family, academic and career goals. Parents' minds are dynamic and engaged in intellectual pursuits. The Parents' PD will emphasize the school's mission and vision and CSSA's commitment to every child's success. CSSA partners with parents as part of the 'healthy village' it takes to raise a 'healthy child.'

Intense Professional Development for new Board of Directors members and the community will emphasize the school's mission, vision, and educational philosophy, the Board's and community's role in supporting the school, and the ways in which they can help through 'friend' raising and fund raising activities. There will also be workshops conducted by the accountant, business manager, assessment coordinator, the education leadership team, a representative from the CPS Office of New Schools, funders, and other specialists as needed. The goal of this PD will be to ensure that the Board fully understands and is equipped to execute its responsibilities to CSSA and how to read and interpret the many documents they will review each month. The goal for the community is to ensure that they are an informed constituency.

The non-academic staff, who have minimal or no direct contact with students, will attend three Professional Development workshops that ingrain the Mission and Vision of the school, the guiding principles of CSSA, human resources protocols, behavioral standards, and the CSSA Excellence Factor into their inner consciousness, so that it is reflected in their daily, hourly and minute-by-minute thoughts, words and actions. The workshops reinforce how integral and important they are to CSSA fulfilling its commitment to the families and the community we serve. This will be included in their evaluations.

Each day, all stakeholders who are present will recite the school's Mission, and a particular core value. All stakeholders will participate in pre-determined sections of the Character Education Curriculum, the Healthy Living Curriculum, and the Social Justice/Community Engagement Curriculum. Each has been developed to support the Vision of CSSA. Each day, the school will celebrate a student in each classroom. The child's name will be mentioned in the School's Daily Bulletin. A leaf with the child's

name on it will be added to a branch on the classroom's 'Tree of Excellence'. Each month, each class will select a student, who exemplifies the CSSA Pipeline to Excellence values. The child's name will be added to the CSSA Tree of Excellence. The CSSA Tree of Excellence will be displayed in the entry hall of the building.

The CSSA positive school culture is a by-product of a constant and continual effort on the part of each stakeholder to advance the school's mission, vision and educational philosophy. The orientations are the first step. This is undergirded by daily and minute-by-minute reinforcements that advance our ability to create and maintain a school culture that promotes academic excellence. As such, teachers collaborate daily. Administrators, staff and instructors collaborate in areas that intersect with regard to student achievement, behavioral guidelines, corrective measures, buildings' and grounds' maintenance, and the establishment and preservation of order, organization, and punctuality—the foundation of excellence.

In addition, students participate in a weekly class called "Leadership by Design." This class focuses on character education, personal safety, anti-bullying strategies, and community engagement/social justice. A modified version of the 4-H essential elements of positive youth development will be a unifying thread throughout CSSA's activities. The core values are: **Belonging**--At CSSA, there is an inclusive environment that is safe and physically attractive, and each person knows his/her essential role in it. **Uplifting**—Aligned with the Hippocratic Oath: "Above all do no harm," CSSA provides an uplifting environment that speaks life affirming dialogues in every situation assuring each individual that he/she is valued. **Independence**—At CSSA, each student sees him/herself as an active participant in his/her future, the future of his/her family, the future of his/her community and the future of the world. He/she recognizes that self-determination and self-actualization are privileges to be honored with exceptional behavior. **Interdependence**—At CSSA, each stakeholder recognizes his/her role in the Master Plan for making the students and the school stellar examples of success, effectiveness, and a high quality education; and that each of us is an integral component in the child's equation for success. **Generosity**—At CSSA, students learn the value of serving others and are committed to community service and outreach. **Mastery**—At CSSA, all students are engaged learners who attain mastery in all content areas of the CSSA curriculum, enabling instructors and students to become Master Problem Solvers. **Life-Long Learning**—At CSSA, we are engaged in the enterprise of education and continual improvement for all stakeholders. Students recognize that learning never stops as they observe educators who are engaged in the process of learning more about various content areas and enhancing their effectiveness in engaging students in the learning process. They also see their parents engaged in self-improvement initiatives. The community is engaged in the process of learning the many ways in which it can support CSSA. CSSA is viewed as a resource to the community. All stakeholders learn and exemplify these core values.

The Dean of Students works with all instructional, administrative, support and non-instructional staff to monitor (through visual observations, listening to students' conversations with each other, making classroom observations, etc.,) the emotional, social and behavioral development of all students. The Dean also makes observations of the behaviors of staff and stakeholders as they engage students, families, their peers/co-workers, and visitors. Issues or circumstances that threaten to undermine the integrity of CSSA's positive culture will be swiftly and fairly dealt with to ensure that nothing compromises the institution's promises to its stakeholders and the Charter Agreement. Those students needing special help will be referred to the Director or the Dean of Students, who will in turn refer the student to the social worker and/or to the Special Education Specialist, or external support service(s) to

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develop an intervention that will resolve the matter. Other stakeholders needing special attention in this area will work with the Director (and as needed, the Board of Directors) to develop a solution.

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 CSSA Master Plan, to "create scholars and leaders who are empowered to be positive influences in their homes and communities", incorporates a multifaceted approach that reflects the 'whole child/whole school' model. CSSA incorporates a 'Leadership by Design Curriculum' (LbD) that directly focuses on developing the habits of mind that are essential to the success of individuals in college, careers and life. LbD is a character education program that teaches life, college and career readiness skills, community engagement/social justice precepts, time management and money management skills. This curriculum supports CSSA's Vision to develop students who are "life-long learners, problem solvers and engaged citizens, who are creative, intellectually accomplished, culturally conscious, ethically focused and socially compelled to utilize their academic prowess and leadership capabilities in the world arena as involved citizens and contributors to the global economy."

First, through the character education program, which is taught by a character education/social justice specialist, students explore the life skills that are congruent with their ability to attain a particular academic status. These are skills that one must possess in order to live a productive and meaningful life. The Josephus Institute has color-coded the character education system. This serves as another mechanism to instill the concepts into students' consciousness. The color-coded concepts are as follows: Trustworthiness is blue. The motto is "Think "true blue." Respect is gold. The motto is "Think the Golden Rule." Responsibility is green. The motto is "Think being responsible for a garden or finances; or being solid and reliable like an oak." Fairness is orange. "The motto is "Think of dividing an orange into equal sections to share fairly with friends." Caring is red. The motto is "Think of a heart." Citizenship is purple. The motto is "Think regal purple as representing the state." Each of these concepts is an essential element in the development of a student's capacity to do well in college; when ingrained collectively into one's consciousness, they support the family in nurturing a student who will lead a productive and meaningful life.

Second, students develop a "My Life in Focus Journal" that describes their long-term and short-term academic plans, college readiness skills for each grade level, career goals, and the academic, leadership, and life skills required for the career they have selected. The character education/social justice specialist reviews and comments on each journal to help students develop realistic/attainable goals.   A student's long-term goal may be to graduate from CSSA with a stellar academic record. A short-term goal may be to complete daily homework assignments and to achieve recognitions for positive behavior everyday. A college readiness skill may be to develop a timeline and sticking to it for writing a stellar report for a history project. A career goal may be to become a surgeon; the student will need to learn more about what a surgeon does and the academic requirements and social skills needed for that career. Students also include a summer academic enrichment plan to ensure that the entire year includes a focus on academic advancement. Every student must be engaged in a summer academic enrichment program, whether for remediation or acceleration.

Third, CSSA's College/Career Coordinator will introduce students to college campuses from the very beginning. CSSA will partner with the Chicago City Colleges, the University of Illinois at Chicago,

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Chicago State University, DePaul University, Northwestern, University of Chicago,, Loyola, Champaign, Purdue, IIT, the Art Institute and Columbia to expose the students to college campuses, their faculty and support services. Each year, students will visit at least three college campuses, visiting special exhibits, the student recreation center, attending academic lectures, experiencing cultural celebrations, and shadowing a college student. Seventh and eighth graders will attend the annual citywide college fair and conduct research on ten potential colleges/universities that they would like to attend.

Fourth, local college students will be screened to serve as mentors for CSSA students to help them understand how they can prepare to be ready for college in elementary school. ACT research indicates that a student's college readiness capability is determined by eighth grade. All aspects of the college-readiness initiatives are honed to ensure that students reach college readiness benchmarks at every grade level academically, socially, and emotionally. The emphasis of this curriculum is to help students understand that they are the essential element in the architectural rendering of their pathway to success in college and/or a career.

Fifth, as students enroll in local high schools, CSSA's College/Career Coordinator will maintain quarterly contact with them to provide academic, social and college readiness support to ensure that the foundation laid at CSSA remains solid. As high school students, they will continue to visit college campuses, attend the college fair, and enroll in college prep programs at local colleges and universities. The students and their parents will attend workshops on financing a college education, applying for scholarships and grants, and completing the FAFSA. CSSA will connect high school students to college students and professionals to serve as mentors and provide shadowing and research or volunteer opportunities in the field of study the student expresses an interest in pursuing. The students will be asked to continue writing on-line in their "My Life in Focus Journal." Twice a year, the College/Career Coordinator will examine the journal and provide feedback to the students.

Sixth, as students learn about the importance of preparing for college, they also learn about time and money and how to manage them both. They learn that time is money and every unproductive moment is a moment wasted. Time, like money, does not grow on trees—once expended foolishly, it cannot be recaptured. They are both valuable resources that should not be squandered. They learn about the history of money worldwide, the value of money, the gold standard, the stock market and other money markets, the various domestic and foreign exchanges, how money is made, how to be an entrepreneur, the value of saving and how to invest money. The College/Career Coordinator oversees students' learning some aspects of financial analysis through Junior Achievement, playing the Stock Market Game and touring institutions of finance, business, and industry (i.e., the Stock Exchange, Banking Institutions, Fermi Laboratories, Boeing International, and the business office at various institutions).

Seventh, CSSA will have a Community Garden and a Green House that the Dean of Students will oversee the maintenance and utilization of by all classes. These earthbound entities of the school provide opportunities for students to establish a connection between one of the essential elements of living—food. They learn about the development of a food item from being a seed/seedling in the earth to being a part of a meal on one's table. In urban environments, students do not see the connection between the growing of food and eating. Fast food restaurants and our fast-paced lifestyles have created a microwave mentality that ignores the hard work, thought and commitment that goes into food production. A garden erases this disconnection between the origins of an essential element of life and its final destination. The Garden is also a yearlong opportunity to demonstrate correlations between food production and college and career readiness. As students participate in planning the garden, preparing the soil, selecting seeds, planting and

nurturing a garden from seed to harvest, teaching moments emerge. Students are taught life skills' lessons that remind them of the hard work, commitment and thought it takes to successfully develop college and career readiness and life skills. The successes and failures in the Garden allow instructors to capitalize off of all teaching moments (e.g., Students learn that various plants require different amounts of water, sunlight, fertilizer, etc. to survive and thrive. This will be compared to the different amounts and kinds of attention that some students require to grow strong in an academic setting. Also, some plants require little attention to grow, but when given fertilizer, they grow stronger. This will support the notions behind the CSSA Modified Response to Intervention Strategies, which are designed to help every student grow strong and thrive.) Students also learn about managing a garden as a business, determining the products it will sell, marketing its merchandises, and selling the harvest at their own Farmer's Market. This connects students to the notion that they are members of a local economy that has the potential to provide for a world market.

The above activities, programs, attitudes and training represent the CSSA Portfolio of School Culture that is embedded into the school's fiber to ensure that every stakeholder, observer and visitor know the tenets of our institution and their role in upholding and maintaining them.

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.

The Chicago Lawn community is situated on Chicago's southwest side. This is a family oriented community that has higher population density than other Chicago communities. Although its demographics for income suggest that it is a stable community, it ranks in the top third of Chicago neighborhoods for violent crimes. The community's household size and households with children are both 30% larger than the Chicago median. This has led to significant overcrowding in area schools, some of which are 83% overcapacity. There are 15 elementary schools within its borders that provide educational services to 15, 945 students. On a scale of one to ten, the Great Schools Advisory, a national school evaluation service, reports that the best school in this area rates a five, while the others earn threes and fours. The community struggles with abandoned homes, gangs and an influx of new residents; although, it is encouraged by new housing stock and employment opportunities in the region. The Greater Southwest Community Development Corporation, working with community organizations and residents, has developed eight strategies to ensure that the community does not continue to deteriorate. The eighth strategy focuses on education. The priorities in GSCDC's education plan are to build and strengthen parent associations, provide a community space in the school, end school overcrowding, establish and achieve educational goals and increase opportunities for pre-school education programs. The community is interested in the quality of educational opportunities for the students that reside there.

Based on 2010 Census data, this community is 49% African American, 45% Latino and 4% Caucasian; however, the school population is 70.3% Latino, 25.6% African American, 1.5% Caucasian, 0.5% Asian. The vast majority of the students, 93%, qualify for the free or reduced lunch program. Clearly, this suggests that the families with school-age children who attend public schools are experiencing poverty at an incredibly high rate. Poverty, lack of positive role models, low self esteem, crime, gangs, hopelessness, truancy, academic failure, bullying, lack of cultural understanding/competence, lack of educational attainment, joblessness, access to health care, unemployment, and lack of social and cultural facilities are among the problems this community faces. Individually and collectively, these are clear indicators that the students in this community would be considered at-risk for academic and social failure.

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The CSSA School Culture operationalizes its Mission and Vision in an environment that provides the mental, emotional, social, and community support that children need to thrive. Its pre-kindergarten through 8th grade STEM with the Arts Integration Model provides students with the academic rigor, critical thinking skills and problem solving capabilities that will be essential to these students who will come of age when racial minorities become the majority population in the nation. If the city of Chicago, County of Cook, State of Illinois and the United States of America are to be viable forces in the global economy, our students must be prepared for the future with the academic and social skills they will need to be leaders and contributors to this global economy.

CSSA's Vision and Mission mandate the utilization of innovative strategies designed to decrease the dysfunction and academic failure that has become a hallmark in our neighborhoods. The following strategies are designed to identify and assist those students who exhibit any behavioral issues; which will negatively impact their learning experience. Instructors, administrators, all staff and volunteers are trained to identify the physical, verbal, group dynamics/engagement, psychological and social signs of dysfunction as soon as they present themselves. They are trained to watch, listen, and observe students individually and during their group interchanges, as well as to communicate with students in a non-threatening or accusatory manner. The goal is to identify issues early and utilize the appropriate intervention strategy(ies) to prevent the inappropriate behavior(s) or personal/family crisis from negatively impacting the student and the CSSA School Culture. The CSSA Intervention/Prevention Strategies are interventional in scope, having the expected outcome of prevention as the goal; thus they are available to all students/families. CSSA will include these intervention/prevention strategies as components of the after school program.

CSSA's Intervention/Prevention Strategies

M.A.R.K.: Is the acronym for "Mentoring At-Risk Kids." CSSA is aware that many African American and Latino children enter the learning environment with deficiencies in primarily reading and mathematics. These deficiencies, if not corrected, become a major stumbling block that will alter the child's educational trajectory. The M.A.R.K. strategy is designed to identify those children who are at risk for becoming disinterested and disruptive because they cannot read or solve a math problem. The program is a remediation/mentoring after school activity that will work closely with the student to eliminate the reading and/or math deficit(s). (See effectiveness notes in the Reflections Section of this Proposal.)

C.O.W.: This is an acronym for "Changing Our World." This is s teen mentoring program that recruits high school and college students to serve as mentors to CSSA students. Mentors will assist students in completing their homework. These young people serve as role models for academic excellence. Mentors earn community service hours, while helping CSSA students to expand their horizons about the possibilities the world holds for them.

The CSSA-Modified Response to Intervention (RtI) Model is used to identify each individual student's needs and support each student's academic progress. The learning strategies incorporate student-focused interventions that produce positive outcomes. Problem Based Learning (PBL) is a student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems. The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation" (Hmelo-Silver, 2004). PBL was originally designed for the training of medical students for clinical rotations. It is

effective in strengthening students' abilities to problem solve, work in groups, master content, and demonstrate academic prowess.

R.O.C.: This is an acronym for "Reclaiming Our Children." At CSSA, we believe that 'children are the future' and our mission is to prepare them to be leaders, whose lives are meaningful, and filled with excellence and achievement. In order to do this, there must be cooperation between CSSA and the parents. Parents of the 21st Century are faced with issues, which parents in previous eras did not experience. Our children's minds are captivated and their lives are exposed to an ever-expanding world of technology that comes with many positive and negative aspects. Children are also exposed to gangs, violence, drugs, and guns. The role of the parent is more important than ever. This is a parenting program. Guest speakers address the pressures and rewards of parenting and provide strategies for helping parents successfully navigate the current situations they face and those that will arise in the years ahead. Ideas and concerns are also shared between parents and educators. All parents are required to be active participants of this program.

The Oak and the Acorn: This program has two aspects: First, it is a support group for grandparents who are raising their grandchildren. It is designed to assist grandparents in understanding how they can support their grandchild(ren) in being successful in school. They can help by encouraging the child to complete school assignments, actively serving in the Parent Network, supporting the school's Mission and Vision, and being an advocate for financial support for the school. The Oak and the Acorn Program also creates opportunities for grandparents to network with other grandparents in the same situation and be part of the learning environment by volunteering in a classroom or assisting in the office. The second aspect of the program is its Community Engagement component. It is a great opportunity to involve community residents who are grandparents or older citizens who can serve as a surrogate grandparent to a child who does not have a grandparent. CSSA students will benefit from the wisdom and nurturing that grandparents provide for young people.

Protecting Abel, While Helping Cain: Chicago has been greatly impacted by the astounding number of deaths that have occurred among school-age children. Even more tragic are the ways in which gang affiliations and therefore violence have morphed into smaller clusters of territorialism and how that has permeated the place where children should be safe—the school. This strategy takes its name from a well-known creation story and it symbolizes the need to diffuse the tension between males, end intra-racial violence, and work with the bully and the one being bullied. This is a conflict resolution program, as well as a counseling program. Parents are encouraged to participate in this strategy.

Abstinence Boot Camp: This program focuses on the impact of negative social behaviors on students' lives. Students are taught the advantages of abstaining from violence, alcohol, drugs, laziness, thoughtlessness and sex. They also learn fitness, self-defense, how to identify and report predators, the importance of avoiding compromising situations, and how to talk to their parents about critical issues, etc.

Healing Generations of Pain: The unfortunate reality of many ethnic minority communities is that it has exposed children to violence and premature death. Far too many children have either known or heard of someone who has died violently. Children in these communities have become so desensitized to the violence that it has become an accepted aspect of life. Yet, children do not cognitively digest violence and death in the way adults do. Unresolved grief leads to behavioral issues. This is an after school/weekend Grief Support Program designed for families that have been impacted by a culture of violence and death.

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CSSA Healthy Families Initiative: The Healthy Families Initiative focuses on improving the physical and mental health of the students and their families. There is a physical fitness portion that provides exercises programs for children and their parents. The mental health portion focuses on habits of mind that are detrimental to one's development as an emotionally healthy individual, and replacing the negative with positive habits. All students, regardless of their fitness level or disability, participate in the exercise programs. The programs will be modified to accommodate those with limited mobility. The mental health portion is integrated into the fitness portion.

In addition to the programs that all students will have access to, there are also interventions for individual students/families that present with behaviors that are troubling or cause concern:

Instructors and classroom aides will receive professional development to apprise them of the at-risk early warning signs. Early recognition of these social behaviors (truancy, lack of attentiveness, academic failure, signs of physical, emotional or sexual abuse, etc.) will allow CSSA to incorporate the appropriate individual and family interventions to prevent academic and social failure for the child and his/her family. In addition, all CSSA stakeholders are state-mandated reporters of abuse.

CSSA's Dean of Students is responsible for ensuring that all students have submitted their annual medical check-up documents and that students have received all of the required immunizations and exams for their age. Students with incomplete records will be contacted and informed of the missing documents and given a deadline by which to submit the documents. Failure to submit the documents could impact the student's enrollment in CSSA.

The Dean of Students is the first individual to whom students will be referred when students and/or families exhibit behaviors that indicate that there are social, behavioral and/or emotional needs. Students who arrive at school unclean, with bruises, hungry, angry, fighting, bullying others, exhibiting aggressive behaviors, using foul language, with changes in behavior (once pleasant and now angry; once talkative and now pensive, etc.), with evidence of abuse or self- mutilation, talking about abuse, or talking about suicide, etc. will be referred to the Dean of Students. Parents who indicate that there are issues, e.g., violence, abuse, homelessness, etc. will also be referred to the Dean of Students. Every matter will be treated with the utmost confidentiality. The Dean of Students' role is to pinpoint the issue and identify a solution for the child or family that will be advantageous to the child's ability to thrive academically and socially at CSSA and in the world. The Dean will interview the student and/or parent to determine the basis of the problem/issue and work with the child and parent to develop a plan of action to alleviate the problem and the reactive behaviors being displayed that are the result of the problem. This may include referring the student to the School Counselor/Social Worker, who is a trained, certified professional. Occasionally, students will be referred to the Special Education Coordinator, when it is apparent that the student's behaviors are associated with academic failure and the student requires additional academic interventions to support his/her academic advancement. Students and families will be referred to an outside agency or agencies for support, if the issue is beyond CSSA's ability to provide in-house services.

A file will be created for every student/family that is referred to the Dean of Students. The file will indicate the issue, suggested intervention and referrals for the student. The assessment of the effectiveness of the interventions will be ongoing. The Dean will make regular observations of the student (visual, consulting with the instructors, meeting with the student and parents, etc.) to determine the effectiveness of the intervention strategy that has been implemented. The effectiveness of the interventions will be demonstrated by the improved academic and social performance of the student referred for the service(s). Baseline data utilizing information gathered from the first point of contact at

the time of the first referral will be constructed. Growth will be measured based on the level of movement from the time that the initial data was entered. If observations indicate that the strategy is not effective, the Dean will continue to work with the student/family to identify a strategy that is effective. After 90 days without a repeat of the circumstances that initiated the Dean's involvement, the file will be deactivated. However, it will be reviewed annually and after two years of no repeat or new incidents, the file will be closed.

f. Behavior and Safety: (i) Describe the school's approach to student discipline and behavioral intervention. 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.
  o Attach copies of the school's policies for promotion, graduation, and student discipline.

The CPS Student Code of Conduct (SCC) and the CPS Promotion and Graduation Policy (PGP) will be utilized as the framework for discipline and promotion and graduation at CSSA. CSSA's School-Wide Code of Conduct and CSSA's Promotion and Graduation Policy will serve as supplements to CPS' Code and Policy. A truncated version of the student portion of the CSSA School-Wide Code of Conduct is present below.

CSSA's School Culture establishes an atmosphere of academic and behavioral excellence. Students wear uniforms to reinforce our collective identity and unity as an institution of learning. Uniforms enhance students' capacity to focus on academic attainment along with supporting the student's development as an intellectual being, who sees him/herself as a leader academically and socially. Research shows that parents appreciate the diminished pressure uniforms offer when it comes to school clothing purchases.

CSSA cultivates the habits that characterize a successful school and civil society. The My Life in Focus Curriculum provides character education and a life-planning program that incorporates an awareness of choices and consequences. The CSSA behavior management system is based on a large and varied body of research. One of the systems that will be utilized is CHAMPs, a program developed by Randall Sprick, Mickey Garrison, and Lisa Howard. It was derived from literature that delineates the best practices in classroom management (ref. CHAMPS: *A Proactive and Positive Approach to Classroom Management,* Sprick, et. al. 1998). The program is centered on the following principles:

1. Classroom organization has a huge impact on student behavior; therefore teachers should carefully structure their classrooms in ways that prompt responsible student behavior;
2. Teachers should overtly teach students how to behave responsibly (i.e., be successful) in every classroom setting;
3. Teachers should focus more time, attention, and energy on acknowledging responsible behavior than on responding to misbehavior;
4. Teachers should preplan their responses to misbehavior in order to ensure that their responses are brief, calm, and consistent.

Prior to the first day of interaction with students and throughout the year, all instructional staff will participate in a series of extensive Professional Development workshops that support the school's Behavioral Management System. The system is proactive in that it helps Educational Engineers focus on making preemptive decisions to structure a unified template, process and a common language among all stakeholders. In addition, teachers and staff are trained in the "Love and Logic Philosophy" that teaches

students to make better decisions based on consequences. In addition, all stakeholders will participate in professional development workshops that familiarize them with the CSSA Behavioral Management System.

There are certain tenets of the System that everyone must be aware of. They include the need for educators to establish a 'Daily Schedule', intentionally design the 'Physical Space', develop an 'Attention Signal', establish 'Beginning and Ending Routines', institute 'Classroom Rules', focus on students having productive learning experiences during class time, develop a 'Classroom Management Plan' and sticking to it. A premier voice in the field of school and classroom structuring is Kathleen Cotton. She published several essays in "Effective Schooling Practices: A Research Synthesis". This text is a collection of school and teacher effectiveness literature that is fundamental to behavioral management at CSSA. As such, every instructor also known as an instructional engineer will establish a set of daily routines that adhere to the following tenets:

Establishing smooth, efficient classroom routines:
From the first day and continuing through the first few weeks of school, several times each day, Educational Engineers conduct lessons on school-wide and classroom specific behavioral procedures. Instructors explain CSSA's rules and expectations regarding what is considered appropriate conduct in every situation: e.g., before and after school, on the playground, in the halls, on field trips, in the washrooms, during lunch and other meal/break times, when substitute teachers and volunteers fill in, etc. Specific instructions will be given on the behaviors expected during small group sessions, individual lessons, independent work, etc. to ensure that each individual and/or group is able to focus on completing his/her/their respective tasks.

At the outset of the year, students will practice each of these procedures throughout the day, not just when the procedure is needed. Before and after school procedures will be practiced twice in the morning and twice in the afternoon. The assessments of the students' mastery of the procedures occur as students actually demonstrate, through their actions, that they fully comprehend and accept the procedures. The procedures will be re-taught, as needed, throughout the year.

Interacting with students in positive, caring ways:
CSSA's Design Team believes that daily interactions between teachers and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Thus teachers and other staff will be trained to interact with students in a friendly, supportive manner at all times, and to maintain a 4:1 ratio of sincerely acknowledging good conduct to correcting misbehavior. Positive interactions may include greeting students, talking to students, making eye contact, smiling and overtly praising students when such accolades are deserved and can be offered in a spontaneous, genuine way. It undermines the process when praise is insincere and/or given when it has not been earned.

Providing incentives, recognition and rewards to promote excellence:
Extensive research and field-testing underscore the importance of establishing classroom management systems that encourage and recognize appropriate behaviors every day. CSSA implements reward programs to acknowledge appropriate behavior and help motivate students to meet high expectations for good conduct. The programs help clarify the teacher's instructions and improve learning. To acknowledge and reward students for showing respect and other positive academic and social behavior, students will be acknowledged in their classroom and a leaf with their name on it placed on the classroom's "Tree of Excellence". Students can also earn Scholar Dollars (to be redeemed in the CSSA Scholar's Mart). Students who have been recognized as the "Scholar of the Month" will receive a special

certificate, personal congratulations, and a leaf placed on CSSA's Tree of Excellence, which is visible to all who enter the school.

Each classroom will also establish monthly classroom goals. Working collaboratively, students and the instructor identify a particular behavior they will work to improve or achieve. They will identify the benchmarks and design the assessment tool to track their collective accomplishments. Each week, instructors develop lessons to instruct, reinforce, and expand students' knowledge about the particular behavior and its relevance to positive social interactions. These will be taught using various methods; e.g., role-playing; positive practice; books, videos, storytelling, writing assignments, or visual and performing art projects. All methods are designed to help the students, individually and collectively, achieve their classroom goals. Students also work together to explore ways to reach their goals, as they practice problem solving, planning and evaluating their accomplishments in relation to the benchmarks they set. At the end of the month, the class will evaluate their progress through discussions and written evaluations designed by the students. Classes that exceed their benchmarks will be recognized in the CSSA Newsletter and celebrated each month by having an ornament hung on the classroom's branch of the CSSA Tree of Excellence. The classrooms will also be recognized at the Annual Awards Program.

To support the development of appropriate individual conduct, at the beginning of each day, instructors will issue to each student a green card that represents a clean slate for the day. Cards are held in a pocket wall hanging in the room. If the entire class can maintain their green cards for five consecutive days, the class will be rewarded with a special treat (e.g., a pizza party). (As good behavior becomes the norm, the days of consecutive good behavior will increase in order for the class to receive the reward.) Students who exhibit exceptional behaviors (that are above the norm) will be given a purple card to exemplify their behavioral leadership in the class. In contrast, the first time a student violates a classroom rule, the green card is replaced with a yellow card; which is a warning. The student also loses five minutes from an activity the student values (e.g., recess, free time, etc.). After the next violation, the student will receive a blue card. The student will also be sent to the "Re-Focusing Room." In the Re-Focusing Room, the student takes his/her classroom assignments and continues to work on them with the support of a classroom aide. The Room is designed to be corrective as well as instructional. It is only punitive in the sense that the student is temporarily removed from the classroom. The essential element of the room is that no learning time is lost, as students connect to the class through an Internet portal. This allows the teacher to remain focused on the other students in the class. Any student who earns a third violation receives a red card, a loss of fifteen minutes of a valued activity, being sent to the "Re-Focusing Room", and the student is required to write a note to his/her parent(s) describing the behavior(s) that led to the child's current status as the holder of a red card. The parent(s) must sign the note and the child must return it the next day. Not returning the note with the parent's signature the next day becomes the fourth violation. At this point, the teacher issues an orange card, refers the student to the Dean of Students, and the parent is contacted. This requires a parent/student conference with the Dean and the Instructor. The student is placed on in-house suspension until a conference is held. Lessons are received through the Internet portal.

As teachers focus on supporting good behaviors, Sprick, et. al., notes that [in the beginning] "students may work mainly for reward[s], but if [the teacher] makes a point of emphasizing their accomplishments…most of them will begin to work for the sense of satisfaction in a job well-done…" The classroom behavior management goals become a mechanism for peer-review of negative behaviors that ultimately impact the other students' ability to gain rewards and they create an atmosphere of positive peer pressure to support a positive school culture.

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Setting clear standards for classroom behavior and applying them fairly and consistently:
CSSA teachers and administrators clearly define and articulate expectations for appropriate behavior and the rewards earned. They also clearly articulate the consequences for inappropriate behavior, both in writing and verbally from the very first day of school. These expectations are reviewed often. This ensures that everyone is aware of what is considered acceptable and unacceptable behaviors, in addition to the rewards for exceptional behavior and consequences for not adhering to the best behaviors. Minor infractions are evaluated by the instructor, while more serious or repetitions of poor decision making on the part of the student are referred to the Dean of Students, who will determine if a tribunal must be assembled to evaluate the infraction and the application of the appropriate consequence. All incidents are documented and filed. Equity in the application of consequences is evaluated quarterly by the Instructional Leadership Team and annually through surveys of students, parents, and instructors.

The standards are clearly articulated in the School-Wide Code of Conduct. They are incorporated into the instruction of the "My Life in Focus" Curriculum. This character education component focuses on the character virtues/core values that support students becoming leaders and contributors in a global economy. The virtues include: responsibility, perseverance, respect, kindness, truth, citizenship, courage, self-discipline, fairness and true friendship. Students and all stakeholders are encouraged to model these virtues in everything they think, say, and do. These virtues promote a school culture that encourages students to exhibit the very best academic and social behaviors possible to establish the CSSA Vision. Emphasizing affirmation over reproach, the *Code of Conduct* explicitly describes various means by which CSSA continually recognizes and rewards appropriate conduct, including those recognition and reward incentives/programs described above. It also describes, in detail, the consequences for inappropriate behavior. In response to misbehavior, teachers will take the steps outlined above--a four strikes procedure, culminating with an office referral and a call to the student's parent. Exclusionary timeouts will be used to remove students from the instructional setting when they are repeatedly detracting within the learning environment.

Every effort is made to constantly instruct and correct those actions and attitudes, which are dialectically in tension with CSSA's Mission, Vision, goals and objectives. Although character education is an integral part of the CSSA curriculum, there are instances when a student needs reinforcement above and beyond the course and the class goals. Students with four or more referrals to the Re-Focus Room will be referred to Character Education Detention to discuss with the Dean how they can realign their behaviors with CSSA's Code of Conduct.

Insubordinate, physically dangerous, or illegal conduct (including, but not limited to stealing, fighting, bullying (physical, emotional or cyber), bringing a weapon to school, using threatening language and/or gestures, using foul language, academic improprieties, lying, sexually inappropriate behaviors, etc. will not be tolerated at CSSA and will be swiftly dealt with in a fair and just manner. Such conduct will result in the student being sent to the Dean of Students, who will automatically contact the parent(s). In cases of illegal or physically dangerous conduct, an automatic suspension will be the result. Some incidents will cause the convening of a Student Jury to review the case and render a suggestion for the consequences. Students, who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or School service; or fixing, or replacing damaged items. For example, a student who has marked on a desk or CSSA's walls may be required to clean walls and desks for a week. Likewise, if a student teases or calls another child names, he or she may be required to make ten compliments per day for a week and do three good deeds for the week. By holding students accountable and applying rules in a consistent manner, CSSA will teach them a powerful two-fold lesson: that their words and actions matter, and that

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their words and deeds--intentional and unintentional--have consequences. All issues will be dealt with immediately and fairly to ensure that the school's environment is cordial and safe for all students.

CPS' Promotion and Graduation Policy is supplemented by CSSA's Promotion and Graduation Policy, which is emphasized at the Open House, in promotional material and at the beginning at the Family Orientation held at the beginning of each academic year. Students and their families are made aware of what the requirements are to move from one grade level to the next. One section of the contract that parents and students sign refers to the requirements for promotion and graduation. Each teacher reviews the requirements at the beginning of the school year and quarterly with the students. Students make weekly journal entries in their "My Life in Focus" Journal that articulate their individual goals and the progress they are making toward achieving promotion to the next grade level on time. (See the Promotion and Graduation Policy for a detailed delineation of the policy.)

CSSA's standards for creating an environment that is emotionally, socially and physically safe include having a campus that is free from hazards that may negatively impact the teaching and learning environment. The Security Guard is on campus whenever the facility is open. The Guard ensures that the facility is equipped with state-of-the-art security measures like double enforced steel doors with panels of bullet proof glass, alarm systems that immediately contact the police when anyone attempts to tamper with a locked door. security cameras that constantly conduct surveillance of the grounds, an intercom system for visitors to announce their arrival, alarms on all windows and doors, staff to escort visitors around the building, an electronic swipe system to track the whereabouts of all students, staff, teachers, administrators, and tracking devices on all equipment. Daily reports are made of the changes.

- Addendum C - CSSA's school policies for promotion, graduation, and student discipline.

g. Parent Involvement: Discuss strategies to engage parents and guardians in their child's education and in the broader school community. Describe any programs or resources that the school will provide for parents and caretakers.

CSSA believes in the slogan: "It takes a [*healthy*] village to raise a [*healthy*] child" (italics mine). Parents are essential to the educational and social success of their child(ren). However, parents require the support of other nurturing, knowledgeable, emotionally stable adults to support them in their efforts to raise a child who is a stable, sane scholar. It is our goal to support families in defining and creating healthy environments in which the child (and the entire family) thrive and mature as productive citizens. Clearly, many economically challenged parents are fragile, sensitive and frustrated because of choices they made or were forced to make because of circumstances, when they were young that continue to impact their lives. As an integral part of each family's village, CSSA helps them to reassess, rebuild, retool, re-conceptualize their individual and family focus. CSSA exposes parents to an educational environment in which all of the adult stakeholders share the common goal of supporting CSSA students in achieving the Vision of CSSA. Parents are provided access to all of the supports they require to help their child(ren) realize our common goal. We provide the academic tools to help students become academically astute, life-long learners. We also provide workshops for parents conducted by trained leaders from Soy Familia that feature inspiring individuals who have overcome challenges in their lives and succeeded nonetheless. Soy Familia will also train parents in a certificated leadership training program. Our goal is to encourage our parents to remain intellectually active also.

While the level of parental involvement at CSSA will vary from parent to parent, depending on time, availability and personal inclinations, *all* parents will be expected to support the academic achievement of their child(ren) by maintaining high expectations for both their child(ren) and CSSA. At the beginning of

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each school year, parents will be asked to sign a contract indicating their commitment to helping fulfill CSSA's primary mission—to provide a rigorous academic and social learning environment that will have a positive impact on the student for his/her entire life. Parents and students sign a contract in which they pledge to support CSSA by 1) maintaining high expectations for their child(ren) and CSSA; 2) demonstrating consistent interest in their children's progress at CSSA; 3) supporting their children's best efforts; 4) modeling the character virtues outlined in the character education program; and 5) supporting and working with school staff to promote their child(ren)'s academic and social achievement. Each contract will be co-signed by the student and the CSSA's Director and Dean of Students. Parents receive guidance on how to maximize their children's academic achievement by promoting good study habits at home. They also learn the importance of teaching their child to develop 'help seeking behaviors,' which is a college-readiness skill that experts have noted is essential to success in college. Parents and educators must join forces to help students to understand that recognizing that you need help and identifying resources are part of the arsenal of strategies one needs to be successful in higher education. These healthy habits of mind are developed early in one's educational career and the benefits of them are long lasting.

CSSA fosters parental involvement by treating parents, in its every action, as stakeholders. Parents have chosen to enroll their child(ren) at CSSA and their satisfaction with the whole school is an indicator of our success; because they always have the option of removing them at any time. In CSSA's professional development programs, faculty and staff are trained to view parents in this light and to treat each parent with appreciation and respect. This approach operationalize the founders of CSSA's belief that schools must continually strive to develop cooperative and productive relationships with parents as a key part of their efforts to meet the needs of all students.

At the beginning of each academic year, parents are required to attend an Orientation, during which time they join the Parent Network, which is the CSSA parent organization. The Parent Network meets once a month. The parent organization is a network of resources to support parents in raising successful children. Meetings provide parents with an opportunity to affirm CSSA's Mission and Vision. There is information about CSSA's programs, progress and issues that impact learning; parent education workshops; parent leadership workshops; age-focused parenting concerns workshops; college readiness workshops; Family Math Workshops; tips for having meaningful parent/teacher conferences; computer literacy classes/information; ESL classes/information; resources for continuing education; financial planning workshops; funding a private high school education; financial aid for college, etc. Parents are required to volunteer at the school at least four times a year. Parents also fund raise to establish a college scholarship fund for their child(ren).

The CSSA Fun Fair, held at the beginning of the year, is an opportunity for parents to meet school staff in an informal setting to begin fostering positive relationships between the student, family, instructors and the school. During the first week of school, instructors reach out to families to get to know them in an innocuous situation to build relationships that are based on mutual objectives rather than on issues-based encounters only.   Bi-lingual translators will be available to ensure that parents understand, in their native language, everything that is being said to them. This establishes and cements the CSSA internal community as one that is a positive environment for all of its stakeholders.

CSSA routinely assess, both formally and informally, the reactions and concerns of parents, and uses this information to improve CSSA's programs and operations. The quarterly "Breakfast with the Director" sessions as well as frequent surveys and focus group sessions will be conducted with parents to ensure that they are satisfied with the progress their child(ren) is making and to provide the Director and the

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Board of Directors with the necessary feedback to assess the school's direction and make adjustments as and where needed. Regularly scheduled parent/teacher conferences are used to facilitate open communication between parents and teachers regarding the student's progress. In addition, parents receive a bi-monthly newsletter that includes reports on the activities of each classroom, student honors, school-wide accomplishments, announcements of upcoming events and other matters of interest to parents and the CSSA community. Teachers also communicate frequently with parents via e-mail, notes delivered by the student, the CSSA intranet communication system and phone calls.

CSSA's innovative use of Internet technology also fosters parental involvement and increases accountability by expanding parent's access to the latest information about their student's progress and school-wide activities. Parents can access a proprietary intranet communication system remotely or in the school's computer lab. Each parent, student and instructor will be given a special password that provides limited access to information in the system. Students may access their personal account only. Parents may access all of their child(ren)'s account information only. They are able to check on the subject-by-subject progress of their own child(ren) at any time. Instructors have access to all of files of all of the students they instruct. Both the student and parent have access to the student's progress. The parent, student, instructor and/or Dean of Students can initiate setting up a conference through this system. The confidentiality of the information contained in the system is maintained and monitored daily.

The CSSA Communication System will also be used to post in English and Spanish the following:

- schedules of meetings of the Board of Trustees and the Parent Network
- lunch menus and calendars
- messages from School leaders and managers
- information concerning student groups and clubs
- classroom displays for projects and daily work and
- curriculum goals, resources, and assessment schedules
- electronic copies of current and past newsletters
- supply lists
- instructor's and the school's Wish Lists
- holiday, vacation and professional development schedules

Parents without in-home access to a personal computer can remain connected to the communication system by using the computer in the Parents' Resource Room. To ensure that all parental requests are handled efficiently and expeditiously; those without in-home access to technology receive communication integrating the various communication media technology at CSSA (e.g., hand delivered notes by their child, phone calls, U.S. Postal letters, home visits). Parents can request to have all communication conducted by phone or mail depending on the urgency of the matter.

The Parent Network hosts a number of activities to support families:
* a book club that exposes parents to various authors and subject matter that will support their being the best parent they can be;
* a discount shoppers' bureau to help parents save money on purchases;
* holiday celebrations providing students with historical information about the various ways the holiday or similar ones are celebrated around the world;
* ethnic/gender history month celebrations/fairs (African American, Latino, Women's), honoring national, local, historical and contemporary heroes;

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* an annual talent show, showcasing the many talents of CSSA students;
* the annual CSSA Scholar's Day Festival, which includes community engagement initiatives, a parade, a carnival, a celebration of student achievement, teacher recognitions, parent recognitions, etc.
* Reclaiming Our Children (described above)
* The Oak and the Acorn (described above)
* Healing Generations of Pain (described above)

CSSA's Community Engagement Initiatives include providing space for community organizations and businesses to hold meetings, computer classes and GED classes for residents, as well as the Community Garden, the CSSA Farmer's Market, Senior Citizen Homes Partnerships, Community Partners' School Drives, and the Annual CSSA Community Parade and Carnival. Through these activities, CSSA engages students, parents, Board Members, instructors and administration in community endeavors that are beneficial to all.

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 advisory or consultants external to the founding group and define their contributions to the development of the proposal, including their relevant experience and qualifications.

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

The Design Team has an average of 25 years working with public education; serving students from and in impoverished communities; creating learning environments that foster academic and social success; raising test scores; changing the educational outlook and trajectory for students who had been classified as academic failures; moving students from academic failure to academic success; advancing the academic performance of students who excel; designing and running educational programs, designing and implementing educational programs for parents; empowering young people for success in STEM disciplines; identifying the need and coordinating professional development for educators; conducting professional development workshops; designing and implementing co-curricular activities that expand students' horizons; exposing students to multicultural learning environments; utilizing the fine, cultural, visual and performing arts to acclimate and make students culturally competent in mainstream and ethnically diverse academic and social settings; supporting families to set and implement educational plans for their children and themselves; and supporting teachers and administrative staff to seek advance degrees. The measure of our success is manifested and recorded in the quantitative and qualitative data gathered from those individuals who have been the members of the stellar academic and social environments. The Team has the educational expertise, business acumen and community support to open and run a quality school that will have a positive impact on its stakeholders.

Individual Design Team members are college faculty and administrators, who work specifically with students from underserved communities and underrepresented students in STEM disciplines. Their work has focused on improving the educational outcomes of these students who come to higher education with

deficits and deficiencies. They are committed to opening a school where the students will receive a high quality education that will prepare them for success in college. Members are educators who have a demonstrated track record of improving students' performance and outcomes. They are department heads and business managers, who have worked with CPS and charter schools. They are very resourceful individuals who utilize their contacts and resources to support others. The Design Team is comprised of individuals whose shared experience as educators, staff and parents of participants in a very successful STEM program has led them to join together to design a school that will have a positive impact on education. Since the release of the RFP, the Team has held meetings monthly and they collaborate electronically, by phone and in person. They have made meaningful contributions to the process.

The CSSA Design Team consists of 12 individuals, who are educators and experienced professionals who are engaged in the enterprise of education. They have the collective capacity to design and establish a highly effective quality school. They are listed alphabetically below:

- Nasim Ali, Ph.D has 25 years of experience working in the field of education. She began teaching on Chicago's Westside in an elementary school with a population of African-American students who were poor and many lived in foster care. She has also taught on speech communication studies on the college level. She is a committed educator who works with adult learners, mostly women, to help them adjust to the challenges they face in life. Ali conducted the educational efficacy research for the proposal. She will continue to ensure that research on best-practices is up to date and relevant.
- Cynthia Armster has 30 years of experience in higher education in Illinois. She is currently an administrator at the Chicago City Colleges working on the institution's retention and completion agenda to promote student success. She serves on the College Board's –College Planning Advisory Council, Illinois Committee for Black Concerns in Higher education, Association of Black Women in Higher Education, and the League of Black Women. She is a reviewer of textbooks for Bedford/St. Martin's Press concerning the community college experience. She constructed the community outreach list. She will continue as a member of the Board of Directors as its Treasurer.
- Ghingo Brooks is the President Emeritus of Malcolm X College, one of the Chicago City Colleges. He retired in February 2011. He served 30 years in post-secondary educational environments including serving on district committees for K-16 initiatives. His career includes leading two colleges to receive 10-year re-accreditation and he has managed very successful enrollment management efforts. He is known for his ability to galvanize departments and motivate people to pull together to achieve goals and realize a vision. He understands finance, management and development. His experiences have made him aware of the need for quality education beginning in elementary school. He understands educational design and has positively impacted the educational outcomes of countless students. He conducted research for the Team. He will transition to the Board of Directors as its Vice President.
- James Foster has an advanced degree in electromagnets from Stanford University. He is the CEO of a technology/engineering education firm—Educational Game Works, LLC. He successfully works with inner city youth nurturing their enthusiasm for discovery, invention and application in technology and engineering. He is a co-designer of the engineering curriculum and evaluator of the technology curriculum. Foster has 33 years of corporate experience. He knows well what it takes to succeed. He has developed and presented numerous workshops directed at strategic career planning and motivating youth to consider a career versus a job. He is the former chairperson of the Association of Minority Engineers at UIC and the National Technical Association's (NTA) Chicago Chapter. He has served as the president of Beasley's Local School

Council and chaired the Museum of Science and Industry's Career Conference Committee for 20 years. He has received the Outstanding Service Award from NTA, the Synergy in Action Hall of Fame Award, and the ABLE Business Executive Excellence Award. He is also the author of *Responsibility Growth 101: A Life Skills* Handbook. He currently teaches in the Department of Computer Science at DePaul University and teaches swim at Chicago State University. He is a founding Design Team Member. He designed the Engineering Curriculum. Mr. Foster will transition to the Board of Directors.

- Teyona James-Harris holds a Masters of Science in Elementary Education from the University of Pennsylvania. She is the current Director of Curriculum and Instruction for the Woodlawn Children's Promise Community, where she supports six elementary schools in the Burnham Park Network. She served as the Literacy Coordinator and was one of the founding teachers at the University of Chicago's Donoghue Charter School. She holds a National Board Teaching Certificate. She currently serves on the leadership team that partners with Ounce of Prevention— one of the nation's most important early childhood organizations to create a coherent pathway for children and families from birth through college. She consults on the Birth to College project as the Professional Learning Communities and Partnership coordinator. She has also served as an instructor for After School Matters and contributed to the Black Youth Research Project addressing issues of self-esteem and identity. She completed the Leadership Fellows Program at U of Chicago's Urban Education Institute. She is a member of the National Association of University Women. Her career has been devoted to advancing educational outcomes for inner-city youth. She designed the English Language Arts Curriculum.

- Naeem Karriem holds a Bachelors of Science in Biology and Chemistry from Texas Southern University and a Masters in Educational Leadership from Concordia University. He has served as a science teacher in the city of Chicago at CPS for 20 years teaching biology, chemistry, environmental science, earth science, as well as serving as the Science Coach, City-Wide Science Literacy Coordinator, City-Wide Instructional Coach and International Baccalaureate Coordinator. He also worked at private and catholic schools and at UIC. He has coordinated youth programs at the Chicago Academy of Sciences Museum, and founded a 501c3 organization—"Developing Young Minds", which provides African American and Latino youth with STEM after school programs. He is an assessment specialist working for Cambridge Educational Testing Services. He supported the development of the science curriculum. He will transition to the role of Curriculum and Assessment Coordinator.

- Teresa Pina is a parent, who has raised five children. She resides in Chicago Lawn. Two of her children and four of her grandchildren have benefitted from the academic programs at UIC. She is staunch support of high education for Latino youth. She supported the development of the school and served as a community outreach liaison. She will transition to the Board of Directors.

- Kiara Price is a counselor with eight years of experience at Poe Elementary School. She designed and will implement the My Life in Focus - Character Education Curriculum. She is a founding Design Team Member.

- Hardy W. Sykes is an Independent Contractor for N3LOGIC, LLC. He implemented a distance learning solution for students attending the Illinois Institute of Technology, architected security protocols, and created a technology plan and technology curriculum for new charter schools. He has 15 years in business management and 20 years of technical experience. He is a valuable resource in strategic planning, technical architectural design and project management. He has demonstrated tremendous success in staff retention, loyalty, building relationships with corporations, and project management. He served at the Chicago Public School Administrative Offices from 2004 until 2011 as the Senior Network Engineer, IMPACT Infrastructure Lead, Director of Infrastructure, and the Enterprise Architect. While at CPS, he designed a test lab at the

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Microsoft Technology Center, raised $300K in operating capital for the 21st Century Learning Department, created and implemented business strategy models, developed evaluation criteria and cost justification to implement a student and bus tracking system, provided strategic direction to enhance the usage of systems that interfaced with approximately one million user accounts, developed the networking diagrams and managed the installation of Microsoft Windows' Enterprise Editions, and developed steps for performing domain migrations. He serves on the Board of Directors for Ada S. McKinley Community Services, Inc. as a member of its Finance Committee. He was the Interim Chairman of the Technology Committee at Hales Franciscan High School. He taught algebra, trigonometry, and physics for the University of Illinois' Early Outreach Program for eight years. He also served in the Army National Guard. He helped with the identification of resources and a facility. He will transition to the Board of Directors as its President.

- Deborah C. Umrani, Ph.D. has seventeen years of college preparatory experience running a 'school-on-wheels' at the University of Illinois at Chicago. She designs STEM academic programs, curricula, and problem-based learning opportunities for elementary and high school students. She also designed, implemented and teaches a health disparities and pathways to health careers courses for undergraduate and professional students. For the past 17 years, Umrani had been the driving force behind student success at UIC's Early Outreach Program, which offers a school environment that integrates science, mathematics and English language arts, fitness, character education, the humanities, theater, dance, cultural awareness, creative writing, visual arts, robotics, and career exploration into the curriculum. She was the Director of Undergraduate Programs and Assessment for the Urban Health Program. She is currently an Adjunct Assistant Professor in the UIC College of Education. She is a founding Design Team Member and will transition to the Board of Directors.

- Brian Weddington has been an instructor of Theatre and Communication with the City Colleges of Chicago and an Assistant Professor of Theatre with the University of Illinois at Chicago where he also received his B.A. in Theater. Continuing his 0studies at Rutgers University in New Jersey earned him the M.F.A. in acting. His professional acting career is extensive and varied with theatrical, film and television work throughout the United States and abroad. Some of his creative works include: the hit movie Barbershop 2, ABC's One Life to Live, the National Black Arts Theater Festival production of "The People Who Could Fly", the Kennedy Center's theater production of "The Darker Face of the Earth" and "Thieves Carnival", which was performed at the theater of Southwest Moscow. He has several national and regional television commercials to his credit including All State Insurance, McDonald's and Century 21. His service and dedication to arts in education has allowed him to instruct youth in many performance methods within various community programs including The New Jersey Performing Arts Center, Chicago Public Schools Advanced Arts Education Program at Gallery 37, After School Matters, Upward Bound, Project CHANCE and the Boys and Girls Club of America. He has worked with Harran Production Foundation to produce "Do you know Your Human Rights" with students from the After School Matters Program at Gallery 37. The group has performed University of Chicago's Professor Emeritus Dr. Shakeela Hassan's poem; giving it sound, rhythm, and movement while presenting it at various events including Chicago Unity Month at Soldier's Field, CUSP Conference, and Chicago Sunday Evening Club's Greater Chicago Leadership Breakfast. He is the Director of Theatre Arts and Co-Founder of the HHW School for the Performing Arts, Director of Programming at Lifevine Works and has presently completed a book of scenes and monologues from the Christian experience entitled "LIFTED". He reviewed various A

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There is one reading specialist (T. James-Harris; one science specialists (Karriem); one technology & engineering specialist (Foster); one cultural/fine arts specialist (Weddington); one business administration

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specialists (Sykes), three higher education specialists (Ali, Armster and Brooks), one Pre-K to 20 specialist (Umrani).

There are four consultants, who worked on the health education curriculum (Anthony), the Science curriculum (Sentongo); one mathematics and science specialist, who is well versed in the Singapore Educational System (Kolecki), and one charter school operator (Munoz-Rocha). They are not members of the Design Team.

- Inger Anthony, DNP is a parent, a nurse practitioner and a health educator. Dr. Anthony designed the Healthy Living Curriculum and will conduct the workshops for students, teachers, the Board of Directors and the community. She is a founding Design Team Member
- Mikyra Sentogo, M.D. is a medical doctor who also holds a doctorate graduate degree in Public Health. She has homeschooled her three children. She is a founding member of the science education design team.
- Victoria Kolecki has over twenty years of experiencing teaching math and science to college students. She is well versed in the Singapore Educational System. She will transition to the school as a Professional Development Specialist.
- Patricia Munoz-Rocha is the former principal of Instituto Health Sciences Charter High School. She has 20 years of experience advancing the academic careers of countless Latino high school students. Munoz-Rocha served as a consultant to the project.
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See Addendum D – Design Team Resumes

   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

The following Design Team members provided academic expertise and will continue to support the school when it opens: Naseem Ali will continue as a consultant conducting research on best practices and identifying experts who can provide professional development for staff. Cynthia Armster and Ghino Brooks will continue and provide leadership for the college and career readiness unit. Their experiences with Chicago City Colleges reflect the nature of the need for college readiness services in elementary school. Their work is directly impacted by public school outcomes because over 85% of their students come from CPS. Their work has had a positive influence on the lives of many individuals who did not think college or a viable career were possible for them. James Foster and Hardy Sykes will provide instructional leadership for the Technology and Engineering components of the curriculum. Both have extensive backgrounds in these disciplines and have developed curricula for schools to utilize. Sykes'

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years of service at CPS strengthens the administrative aspects of CSSA through the development of systems, protocols, and procedures that are sound and utilizable. Teyona James-Harris will serve as a consultant and provide professional development for instructors. She is a curriculum and instruction specialists with experience advancing academic achievement and utilizing East Asian English Language Arts instructional strategies to impact student achievement. PATRICIA MUNOZ-ROCHA……………Umrani will continue to provide oversight for the school through the Board of Directors. Her 17 years of experience working with African-American and Latino students to prepare them for success in college and STEM careers will be incorporated into the development of the STEM with Arts integration curriculum.

See Addendum E – Design Team's experience with similar populations:

Please also cite the CPS student demographics in the proposed targeted community,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.

The members of the Design Team individually and collectively have the expertise and academic training to advance the Mission and Vision of CSSA from theoretical constructs to practical applications of our plan to run a quality school and move academic achievement in the student population that resides in Chicago Lawn. Collectively, their experiences working with urban youth in public education is extensive. They have an average of 25 years with continual professional development to remain in contact with current trends and the research of their effectiveness.

CSSA expects to serve the student population that resides on the Chicago Lawn Community. Chicago Lawn is currently 49% African American and 43% Latino. The schools are 73% Latino and 25% African American. 93% of the students participate in the Free and Reduced Lunch Program. Members of the Design Team currently work with students with low academic achievement ratings. Members have worked with students who attend the University of Chicago's Charter Schools, Instituto Health Sciences Charter School, and Poe Classical. We have been successful in raising the academic performance of the students with whom we have worked. Members of the Design Team have experience working with similar populations at CPS Schools through the 21st Century Community Learning Center Program, the Illinois First Program and the Hispanic Math and Science Education Initiative. In addition, we provided science and math enrichment programs at A. Phillip Randolph Elementary School (Englewood community) and Kanoon Elementary School (west/central communities). We have also worked with English language learners from Orozco, Perez, Pilsen, Ruiz, Salazar and Saucedo Elementary Schools (Pilsen and Little Village Communities). The students were at-risk and came from low-income communities. We also worked with students who resided in Chicago Housing Authority units. The CHA schools included Schiller Elementary School (Cabrini Green Housing Projects); Manierre Elementary School (Marshall Field Garden Apartments); Grant Elementary School (Rockwell Gardens); Abbott Elementary School (Wentworth Gardens) and Hartigan Elementary School (Robert Taylor Homes). Based on CPS' data, about 12% of the students are special education, 40% are English language learners, and less than one per cent live in temporary shelters. All of the schools listed above work with similar populations and the Team Members have had success preparing them for academic success.

As a result of their participation in our programs, the above-mentioned students experienced growth in their math, science and reading performance on standardized tests. Their home schools began to have their students admitted into selective enrollment high schools for the first time in their schools' histories.

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Students, parents, administrators and CPS Central Administration lauded the results we achieved with the students. (Please note that during the years Design Team Members worked with the schools connected to CHA there was academic growth. The major factor impacting the eventual closing of the schools was the demolition of CHA high rises, which resulted in low enrollment.) We had students enter programs with gaps in their learning and, after being given the kind of interventions and academic support they needed, their learning gaps narrowed, and in many cases, disappear; which in turn resulted in student success. Whether a student was 'special needs' or 'gifted,' they were enrolled in a learning environment that brought the best out in them and demonstrated how truly capable those students were. Because of our determination and focus, we have been able to achieve success in less than optimal situations, and our mission to improve each child's academic performance has paid off.

Addendum F: Support Letters, CPS Central Office Report and Case Studies

- **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.)

The Director of CSSA leads the instructional leadership team. Although administratively situated at the top of the Instructional Leadership Team, this individual serves the school as a team leader, consensus builder and major collaborator with all of CSSA's various constituency groups and stakeholders, which include the instructional staff. The Instructional Leadership Team is separate from the Administrative Leadership Team and includes the Director, the Dean of Students, the Curriculum and Assessment Coordinator, and the Instructors (Educational Engineers) for all classes taught at the school. The Director focuses on creating and maintaining a school culture of academic and administrative excellence, positive progressive assessment, accountability, sustainability, strategic planning, respect, honesty, safety, great relationships between staff, parents and students; and overseeing all aspects of the entire school. The Director's close associate is the Dean of Students, who serves as a liaison between the school's parents, students and instructors. The Dean has a global understanding of the direction of the school and the role of the students, parents and instructors in supporting the school's mission and vision. The Dean is on the ground level interacting with students, parents and instructors; having his/her hand on the pulse of sentiments, behaviors, strategic planning and outcomes assessments that will influence the capacity of the school to fulfill its charter agreement, mission and vision. The Curriculum and Assessment Coordinator works closely with Instructional Engineers to align their curricula, lesson plans and assessments with the standards and the achievement of favorable outcomes. The Coordinator works with the Director, Dean and Instructional Engineers to develop a professional development plan that meets the needs of the instructors and the school. The Coordinator is a member of the academic progress evaluation team and supports instructors in developing the appropriate assessment tools. The Instructional Engineers carry out the instructional plan and ensure that every student receives the educational support services they require to function fully in the CSSA learning environment.

In order to ensure that the school and the Instructional Leadership Team are moving in a direction that assures the school's success, the Director must be an individual who is capable of effectively leading the team to accomplish its goals. The guideposts for hiring a leader for CSSA include identifying an

individual who is an accomplished educator and has demonstrated proficiencies as an educational leader. The person must exhibit behaviors in line with the tenets of effective schools' research and the social characteristics of highly effective leaders that create dynamic school cultures. Just as the children and all stakeholders are expected to exhibit a commitment to teaching and learning, collaboration, professional development, assessment, high expectations for success, team work, safety and order, great school/family relationships, courage, respect, responsibility, perseverance, self-leadership, citizenship, honesty and integrity, the school's leader must be the major proponent and example of these positive attributes. Elaine McEwan and other leadership theorists have identified the major characteristics of highly effective principals. These characteristics are derivations of the tenets of character education and are considered foundational in transforming a school into a community of learners by setting high academic and behavior expectations and creating a school culture where children, staff, teachers, and parents feel special and physically, emotionally, socially and intellectually safe.

The leader must have a track record of the following: * being an effective communicator, who listens, empathizes, and connects with stakeholders, promoting collaborative problem solving and open communication; * is an educator, who possesses a depth of knowledge and motivates the intellectual growth of all members of the school community, while encouraging the continuous collection, analysis and use of data to identify CSSA's needs, make the necessary alterations to the education plan, and to implement solutions that positively impact student, teacher and leadership outcomes; * be a visionary**,** who is focused on the vision of what CSSA can be, while implementing and monitoring the school improvement plan; * is a facilitator who builds strong relationships, inspires collaborative problem solving and is a consensus-builder; * is a master change agent, who is flexible, futuristic, and realistic, and can motivate change, using systems thinking to establish a clear focus on attaining student achievement goals; * builds a culture of collaboration, academic excellence, continual academic progress and improvement by communicating and modeling a strong, viable vision that focuses on the enterprise of educating children for leadership, asserting to all stakeholders that all students can perform at a high level, and insisting on a culture of high moral character; * is contagiously dynamic and highly motivated, energetic and enthusiastic about CSSA and infuses others with that same spirit to uphold CSSA's Mission and produce CSSA's Vision; * is a problem solver and a producer, who is focused on constructing pathways to intellectual development and academic achievement, and supports the concept of life-long learning for everyone; * is a builder of character by valuing trustworthiness, respect, and integrity; * and prioritizes making contribution to the success of others with the willingness to do what it takes to make CSSA's stakeholders achieve outstanding individual accomplishments resulting in CSSA achieving exceptional outcomes. CSSA's leader is a focused, self-fulfilled, selfless, purpose-driven individual.

Deborah C. Um'rani, Ph.D., who previously served as the Director of the University of Illinois at Chicago's (UIC) Urban Health Program with its Undergraduate Programs and Assessments and the Early Outreach Program. UHP is a pipeline initiative that works with students in Pre-K to completion of graduate and professional programs. Assessment for the Urban Health Program and as a Teaching Associate in the UIC College of Education, who previously served 14 years as the Director of the Early Outreach Program is the chosen candidate for CSSA's Director during the start-up phase. She has an outstanding record of accomplishment in leading educators, students, and parents to high academic achievement. Um'rani will serve in the role of Director once the school opens. A search will begin for a permanent Director during the second year to facilitate a smooth transition.

Addendum G: Job Descriptions: Director, Dean of Students, Curriculum and Assessment Coordinator

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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.

CSSA has established academic and educational performance goals for the students and the school, developed the performance metrics and determined the critical success factors it will utilize to measure its success in achieving and exceeding those goals. CSSA establishes ambitious goals, because it is our intent to utilize the models that have proven time and time again to advance student learning. We make a distinction between academic and educational performance goals in order to establish the relationship between the cognitive and non-cognitive attributes that are essential to a student's total success in school and in life. Academic targets are those associated with the student's quantifiable achievements; such as grades and test scores. They are cognitive in nature. While educational goals are both cognitive and non-cognitive, quantifiable and qualitative; because they also measure non-cognitive attributes such as, perseverance, self-regulating learning, motivation, self-control, and conscientiousness (Borghans et al., 2008); these are both personality and motivational habits and attitudes of mind that impact a student's performance and capacity to be successful in school and in life.

The academic and educational performance goals have been synthesized into critical success factors that will be continually monitored and evaluated to gauge our progress toward achieving our goals. These factors are the student's performance on standardized tests, grades on in-class and homework assignments, end products of PBL activities, manifestations of highly developed critical thinking skills, capacity to problem solve, leadership skills, self-control, zeal for learning, contemplating/planning for a future in which one makes meaningful contributions, willingness to share one's talents to enhance the lives of others.

CSSA's curriculum design ensures that students make constant and continual movement from the academic level on which they entered the school to a higher level. Whether they enter as a naïve learner, a learner with designated special needs, an average learner or an above average learner, there will be measureable growth both quantitatively and qualitatively in the student's academic performance on standardized tests, evaluations of classroom assignments and PBL projects, social behaviors, and attitudes toward education and life in general. The rigorous curriculum is undergirded by a comprehensive assessment plan that is utilized to guide and focus instructional practices and supports. The "Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Assessment of Students" (COP) found that "the way in which students are assessed fundamentally affects their learning. Good assessment practice is designed to ensure that, in order to pass the module or program, students have to demonstrate they have achieved the intended learning outcomes. To test a wide range of intended learning outcomes, [the] diversity of assessment practice between and within different subjects is to be expected and welcomed, requiring and enabling students to demonstrate their capabilities and achievements within each module or program" (COP, 2001, 2006).

The composite scores of schools in the Chicago Lawn Community range between 50 and 86%. CSSA's ultimate academic goal for the school is to have 90% of the students scoring at or above grade level on standardized tests; with 75% scoring above grade level on standardized tests and 85% of students earning grades of "A" and "B" in their classes. There will be no grade inflation, sympathy grading nor social

advancement.   Studies indicate that students must score above grade level on standardized test in order to be college ready. In Singapore 50% of its students score at the Advanced Level, which is between the 75th and 95th percentile, compared to 10% of U.S. students scoring in the advanced range. The NRC study cites statistics that show the educational disparity between black/white and Latino/white students' acquisition of math skills by the 8th grade continues to grow. The benchmark is 50% and the average student in the underserved groups of black, Hispanic, or low-income students performs roughly at the 20th percentile rather than the 50th percentile (See note 1). At CSSA, meeting the minimal requirement is not acceptable.

The National Research Council set three goals for STEM education in the United States: GOAL 1: Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields. GOAL 2: Expand the STEM-capable workforce and broaden the participation of women and minorities in that workforce. GOAL 3: Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines. Wyner Willson, et.al. comments, "Participation of groups that are underrepresented in the sciences, especially blacks, Hispanics, and low-income students who "disproportionately fall out of the high-achieving group" in K-12 education"[6]. J. A. Plucker, in agreement with the National Science Board asserts, "Although there is a clear need to increase the number of students who obtain advanced degrees in the STEM disciplines, it is equally important to the U.S. economy to increase the number of people who are prepared for STEM-related careers, such as being K-12 teachers in the STEM disciplines, medical assistants, nurses, and computer and green energy technicians.[7]. T.A Lacey concluded, "The current demand for STEM-capable workers surpasses the supply of applicants who have trained for those careers. Moreover, 16 of the 20 occupations with the largest projected growth in the next decade are STEM related, but only 4 of them require an advanced degree… Given these unmet needs for a STEM-capable workforce, the nation's economic future depends on preparing more K-12 students to enter these fields."[8]

Plucker's findings encapsulate the rationale for the curriculum CSSA has chosen. He states, "It is important to provide opportunities for highly talented students from these groups because changing immigration patterns, the rapid improvement of education and economies in developing countries, and a heavy focus on talent development—and competition for the talented—in both developing and developed countries [have] drastically changed the playing field for American education. Indeed, only 10 percent of all STEM doctorates are awarded to nonwhite, non-Asian students, although these groups now represent one-quarter of the U.S. population."[9]
The population shifts in the United States and Chicago in particular make CSSA's educational goal a National Imperative! CSSA will utilize a STEM with Arts Integrated Model to generate a thirst for knowledge that will guide the child's passion as a life-long learner and prepare him/her to lead a productive, meaningful and successful life with a STEM background in fields that are growing exponentially.

To do this, CSSA will utilize the Singapore Educational System, which includes more content than the Common Core Standards as a foundation that will be supplemented by incorporating standards and curricula from other successful school districts, the ACT Standards, and practices from the sciences, technology and engineering industries to provide CSSA students with a rigorous academic environment that promotes student learning, exposure and advancement in relevant, marketable, imminent STEM industry and enterprise trends. CSSA utilizes twelve strategies or frameworks that shape the school's whole-school/whole child model. They are inclusive and incorporate every academic and social factor that researchers indicate have an impact or have the potential to positively influence or negatively impact

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the school and its students' progress as learners and each child's ability to be a contributor in a global economy. The performance goals reflect the need to prepare students who will come of age at a time when they will be the number one racial group in the U.S.A. to be prepared to be leaders in STEM industries. Singapore's curriculum is the driving force behind the academic achievement of East Asian students, it will serve the same purpose at CSSA. The required, on-going professional development, Instructor Exchange Program, and purchase of consumable supplies are assets to the process of educating the next generation of leaders.

b. **Student Assessment Plan:** (i) Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in Section 2.3.a.

Educational Goals and Metrics over the course of the five-year contract. Create and include a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level, as well as the timing of their administration (please see pp. 15-16 of the Answer Manual for sample Assessment Tables). (ii) The proposal narrative should: explain the rationale for selecting or developing the identified assessments; describe each assessment's purpose, design and format; demonstrate the validity and reliability of any non-standardized assessments; note alignment of assessments with state standards and/or Common Core State Standards, where applicable; and identify who will be responsible for administering the assessments.

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.

CSSA's Assessment Plan intersects every area of the school's endeavors. Each stakeholder has to demonstrate a commitment to the assessment processes and accountability. We assess students, faculty, leadership, non-academic staff, academic, social and recreational programs, business practices, fiscal management, fiduciary responsibilities, the physical appearance of the school and its grounds, the Board of Directors, etc. We also assess the utility of the metrics we utilize to measure our success. Our focus is on ever-increasing returns on the investment of time and resources from every lesson, program, and/or activity in which we are engaged. The "urgency of the now" is a guiding principle that keeps all stakeholders singularly united in our desire to manifest the vision of the school. We are always clear about what needs to be measured and how it will be measured. This includes the following: As part of the CSSA School Opening Activities, all students will be given assessment exams with special accommodations provided for students with special needs. These examinations measure the student's cognitive attributes.

The Discovery Education Assessments and the Dibels Assessments (DA) will be used for grades Kindergarten through 8th and the EXPLORE Exam will be given to students in grades 6th through 8th. Discovery and DA will be used for two purposes: first, to provide baseline data for all students at the beginning of the school year and secondly, to develop a Personalized Learning Plan (PLP) for each student. This Plan establishes long-term educational goals for the student based on the data provided. The goals are not modest. The Plan sets ambitious achievement goals for each student with the focus that each student will score above grade level. The Plan sets benchmarks that measure the student's progress toward achieving the established goals. The Plan becomes a component in the student's "My Life in Focus Journal;" which provides the student with a roadmap to achieving the collective goals set for the student.

After obtaining the initial data, five to ten week learning targets will be set with specific strategies for attaining them. The regular, systematic collection, review and evaluation of data drive all adjustments to

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the curricula and provide a basis on which to set targets for student performance, and to determine the school-wide goals. Performance data will also be gathered throughout the academic year through in-class, course-aligned, content-focused, informal assessments. Discovery and DA will also be used as interim assessments. The initial and interim assessment results serve as formative assessment data to assist in making adjustments to the lesson plans so that the learning strategies developed and implemented meet the individual learning needs of the students and drive academic advancement. They will also be used to monitor the effectiveness of the academic plan. Obtaining the data prior to the first day of classes allows Educational Engineers to develop their lesson plans based on the data obtained from these assessments. Instructors utilize this data to inform instruction. In the spring, three metrics will be used, Dibels (grades PreK -2nd) the PARCC or other state-mandated assessment (grades 2nd through 8th), the web-based version of the Common Core State Standards (grades 2-8) and Discovery (grades K-8th). The data from all three examinations will be used as the summative assessments of outcomes for the year and to determine CSSA's yearly gains.

CSSA incorporates an assessment-driven strategy into its daily structures--the CSSA-Modified Response to Intervention (RtI) practices. The CSSA-Modified Response to Intervention Model requires daily feedback from the instructional staff to students. In this way, students are continually apprised of the progress they are making toward achieving their specific learning goals. At any point in time a student or his/her parent(s) can access the student's learning portfolio on-line and have a clear understanding of where the student is in the mastery process.

The practices are: At the beginning of the school-year, all students in the school receive Tier 1 Universal Interventions, which are preventive and proactive. Assessments will be used to establish baseline data and determine who requires interventions and what kinds.   The students will be divided into two groups. Group A will be students who require high quality instruction and interventions to fill developmental gaps. These students will follow the standard RtI support system of Tier 2: Targeted Group Interventions for at risk students to provide each student with the research-based interventions needed to support their academic achievement and move them into Group B. There will also be students in Tier 3: Intensive: Individual Interventions; which provide high intensity-long term support. CSSA will make modifications to the RtI practices and add a fourth tier at the top of the traditional RtI pyramid. Tier four is called "Problem-Based Learning – Targeted Group Engagement."   (The full description of Tier 4 is included below.) The second group, Group B will consist of students who scored at or above grade level on the Tier 1 Intervention. These students in the high performing categories do not require developmental support strategies in order to be successful in school.   They do require academic support to ensure that they remain motivated to learn and are academically engaged and challenged.   Group B's Tier 2 will involve Targeted Group Instruction that focuses on grade-level instruction. Group B's Tier 3 will be Intensive Individual Instruction that involves gifted instruction. Group B will also have the fourth tier at the top of the pyramid. Tier four will be called "Problem-Based Learning – Targeted Group Engagement." These sessions will include higher order thinking skills and the integration of the curriculum with Fine Arts, English language arts infused in social studies projects, performing arts applied mathematics in engineering projects, visual arts applied science in technology projects, and music integrated into health science topics in the sciences (earth science, biology, chemistry, physics, bio-engineering) projects. As students work in mixed groups that combine Groups A and B to solve problems, the intensity of testing will taper off, yet the rigor of the learning environment will not be diminished. Students will engage in problem-solving, decision-making through the problem-based learning projects they are assigned or have chosen. Students, teachers, and administrators will see the CSSA-Modified RtI Tier System as a model for continuous performance

improvement and the advancement of student learning and achievement. Each tier supports the individual student's ability to reach the apex of academic achievement.

In the first year, CSSA anticipates students will achieve 10% growth in all areas when compared to the baseline data acquired at the beginning of the school year. These goals also reflect the specific focus of CSSA; which is college readiness for all students. As with all data, it is only useful when the tool is in the right hands. CSSA's Job Embedded Professional Development Program prepares teachers to make the best use of all assessment tools. It also monitors and assesses the effectiveness of the strategies implemented for each student. CSSA plans to use these metrics to drive instruction, foster and fuel school improvement, and to also evaluate the effectiveness of our school. CSSA continuously monitors and evaluates our progress and efficacy, and these outcomes serve as a summative evaluation each year as we move forward with achieving our vision and mission. At the end of five years, the goal of CSSA is to have50% or more of the students exceeding the standards. ACT Standards' research has shown that students who simply meet the standards are not college ready.

CSSA attendance rates for students and instructors will be 95% for both groups. Parents and students will be committed to the educational opportunities offered at the school and recognize the importance of attendance and its impact on improvement and advancement. Perfect attendance will be recognized and awarded at the quarterly and annual awards ceremonies. CSSA anticipates having a superior retention rate that exceeds 90% from year to year.

At the beginning and end of each school year and two additional times during the year, CSSA administers the Dibels and Discovery Education assessments. Students in grades 6th through 8th also take the EXPLORE. They are district-endorsed assessments that can be utilized as formative, benchmark and summative assessments, because they effectively monitor students' growth and college readiness. Dibels is an assessment tool specifically designed for early learners from kindergarten through sixth grade. It measures the essential skill areas of early literacy: phonetic awareness, alphabetic principles and phonics, accurate and fluent reading, vocabulary, and comprehension. Dibels helps educators identify students who may need additional support to improve their reading skills. Dibels helps educators monitor progress and identify/pinpoint the areas in which a student requires or would benefit from additional instructional support. Subsequent assessments help educators to evaluate the effectiveness of the intervention strategies they have implemented and to make modifications as needed. Research has documented that Dibels is predictive of and strongly related to determining the reading success of students.

Discovery Education provides a comprehensive assessment tool that utilizes multiple measures to identify and monitor a student's progress. Discovery provides tools that also increase instructional effectiveness and efficiency. It is a universal screener for RtI that can be used for kindergarten through 12th grade. It provides predictive benchmarks in reading/language arts, mathematics and science. Discovery monitors progress frequently and can be aligned to the Common Core Standards, so that teachers can design the lesson plans knowing student's specific deficiencies. Discovery assesses early literacy skills in reading and also in mathematics. Endorsed by the National Reading Panel and the National Mathematics Council, Discovery has been identified as an effective means to help prepare early learners for success. Discovery builds assignments for individual learners based on their performance on an assessment and designs Professional Development units for educators to help them effectively utilize the system. Lessons can be delivered in digital or audible formats. Discovery assessments are also a predictor of college readiness: measuring reading, English, mathematics and science proficiencies.

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CSSA will also administer weekly and monthly, teacher designed, Interim Assessments in Reading, Math, Science, Social Studies, Engineering, Technology, Writing, language and Character Education. These target the specific lessons taught and the essential knowledge the student should have garnered from the instruction provided. These finely focused assessments mirror International Baccalaureate tools, not only by providing essential data for educators, but also by assessing students' critical thinking/problem solving capabilities. Thus, preparing students for college and careers.

Research indicates that two out of ten (20% of) eighth graders are college ready and that eighth grade academic achievement is the best predictor of college and career readiness by the end of high school. EXPLORE is the first level of exams in the ACT sequence of assessments. EXPLORE measures college readiness and establishes college readiness benchmarks. EXPLORE is predictive of performance on the ACT. At CSSA, in 6th, 7th and 8th grades, the EXPLORE Exam will be given at the Beginning of the School Year and the End of the School Year in order to effectively ensure that our curriculum is aligned with the ACT college readiness standards. EXPLORE will be utilized to increase college readiness attainment by informing educators of the areas where students need academic interventions. Studies demonstrate the impact of the assessments on increasing students' scores by two points and improving grades. Administering the EXPLORE beginning in sixth grade allows instructors three years to incorporate lessons that prepare students for college and careers.

Data from the EXPLORE will be used in the student's My Life in Focus Journal, future goals section. Students will set long-term ACT goals and work with the high school counselor to develop a plan to achieve their test score goal. The PARCC and NWEA scores will be used as a summative assessment of individual, cohort and school-wide achievement. All of these data will be used to drive our instructional and professional development plans. The Interim Assessments (instructor designed) will be used in conjunction with Progress Monitoring to accurately evaluate the effectiveness of our curriculum and professional development design. Each of these assessments has the sole purpose of fueling our school's outcomes agenda with regard to improving student outcomes, and ensuring the efficacy of our instructional programs.

The Instructional Leadership Team (ILT) will meet once a week collaboratively with classroom teachers to analyze student data and make the necessary modifications to Action Plans; which are driven by the effectiveness of the original plans. These meetings will be centered on collaborative/reflective practices from the teacher and administrator perspective. The ILT itself will meet every two weeks to analyze data and make corrective adjustments in the form of reassessing the validity of results, creating opportunities for growth through professional development, through additional responsibilities for teacher leaders, or through the redirection of instructional focus. Our overall goal is student achievement and successful student outcomes. All collected data will be used as a lever to achieve these ends.

See Addendum G:– Assessment Plan and Calendar

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.

Following the guidelines set in *Assuring Quality: Practices in Student Learning Outcomes Assessment,* which are framed by the best practices in assessment, to assess student progress, CSSA first and foremost

sets clear goals for student achievement, regularly measures student performance against those goals, reports on evidence of success, and continuously works to improve results.

The Assuring Quality Institutional Self-Assessment Tool will be used to address three areas of need: 1) as a model for designing the CSSA institutional assessment process and for providing professional development activities; 2) for self-study of our assessment processes, allowing CSSA to clearly see its strengths and areas in need of improvement and to plan strategically for the future; and 3) to help CSSA accurately assess its performance against a set of criteria. Meeting all of the established criteria indicates that high-level student learning outcomes' assessment and accountability practices and processes are integrated into the culture of CSSA.

The school's Instructional Leadership Team will take the lead on all assessment practices. It will review and analyze the type and purpose of all assessment tools, the method(s) of administering the tools and the data collected from the various assessments, whether it is a formative, interim/benchmark or summative assessment. Formative, benchmark and summative assessments, in most cases, will be taken on-line (students with special needs will be accommodated). The testing agency will provide the item analysis of each individual student's assessment and overall cohort and school-wide data of the exam results. The ILT will evaluate the item analysis and the outcomes' data. The analysis will be used to inform programmatic and instructional decisions regarding each student, class, instructor and the school. The Team will develop strategies to support the school's achieving its goals by making the necessary adjustments to lesson plans, curricula, professional development and other school components.

The specific assessments were chosen because they provide a detailed, item analysis of each individual student's performance on the examinations. The analysis of each content area undergoes extensive, item-by-item review by the Instructional Leadership Team and the classroom instructor. The objective of the review is to determine the areas in need of improvement, areas of proficiency, and areas of giftedness for the student. At the beginning of the academic year, students will be given initial assessments that will be used as formative assessments by instructors to develop the Personal Learning Plans for each student. Additional time will be focused on the areas in which the student is not meeting the standards. The goal of the Personal Learning Plan will be to move each student to the level of exceeding the standards. Every five to ten days, students will be given instructor-designed assessments that measure the students' mastery of the content that has been taught. The formative assessments will be used to develop the lesson plans and the interim assessments to track the students' progress. Mastery will be assessed in a number of varied ways: standardized tests, writing assignments, verbal presentations, individual and group projects, etc. Students' individual and collective performance will be monitored on a weekly basis to ensure that every student is making progress toward achieving the performance goals set in his/her Personal Learning Plan. Students who do not meet their performance goals will be referred for additional support. Students who meet and/or exceed the standards will be given problem based learning projects to keep them engaged in the thinking processes of the discipline they are being taught. In the spring of each year, students will be given the PARCC, NWEA/Common Core Standards Exam and other high stakes testing instruments. These assessments will be summative and used to evaluate individual, classroom, grade-level and school-wide progress.

In the first year of the school, the first three weeks of Professional Development workshops will be determined based on the areas of need: Singapore Educational System, PBL, Integrating STEM and the Fine Arts, Administering and Analyzing On-Line Exams, Direct Instruction, Job-Embedded Professional Development/Effectively Utilizing Professional Learning Communities, Differentiated Instruction, Reading Strategies, Math Strategies, Science Strategies, IMPACT Distance Learning System, Technology

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and Engineering, Classroom Management, the Healthy Living Program, etc. After the first exam's results have been input, the instructional leadership team will meet to evaluate them and work with the instructors to select the Professional Development topics for the next few months. The assessments will also be used to guide the tutoring and homework help provided in the Changing Our World and M.A.R.K. programs.

Internal and external quality assessments of CSSA will be ongoing and continuous by the CPS Office of News Schools, the Board of Directors, school leadership, parents, and community members. Through a system of comprehensive school–wide assessment, the quality of CSSA's most important outcome: student achievement will be evaluated regularly. Results from the formative and summative assessments and the ways in which the information from the assessments has been utilized to inform instruction and the effectiveness of the strategies utilized will be provided to the Board of Directors during the monthly Board meetings. Parents will have access to their child's progress through the on-line intranet system. Parents will also discuss matters during Parent-Teacher Conferences and as needed. Parents will complete surveys twice a year during report card pick up and there is a Suggestion Box at the entrance to the school. There is transparency at all times. School leaders will also collect feedback from faculty and staff on a regular basis to assess their level of satisfaction with the academic and non-academic components of CSSA's programs. CSSA will cultivate an environment where teachers and staff are encouraged to make suggestions and contribute to the overall improvement of CSSA's academic offerings.

To demonstrate the efficacy of its curricula and teaching methods, CSSA will cooperate in every way with CPS' and the state's educational assessment approaches. CSSA will remain entirely open to public scrutiny. Meetings of CSSA's Board of Directors will be open to the public, parents and the community. Moreover, CSSA will welcome visitors to its classrooms so that parents and interested parties may see for themselves how the students are learning.

Teams of reviewers that include educators, parents, and community members, will be invited into CSSA annually to review the status of CSSA on all levels. Their reports will also be consolidated into the annual report, and will be used by the Board of Directors and management as tools for improvement. Also, the Director will regularly hire instructional consultants and Curriculum Implementation Specialists for detailed evaluations/reviews of CSSA's progress and curriculum implementation.

CSSA's ultimate accountability is to parents through choice. If the CSSA does not maintain the confidence of its stakeholders; CSSA's viability will be threatened, and rightly so. Thus, every reasonable effort will be made to ensure that parents are pleased with their children's progress and swift action will be taken if they are not.

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.

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

The International Association for the Evaluation of Educational Achievement (IEA) conducts an extensive educational evaluation of mathematics, science, literacy, reading and civic and citizenship education comparing academic achievement in approximately 69 countries every four years. It conducts the TIMSS -- 'Trends in International Mathematics and Science Study' and PIRLS — 'Progress in International Reading Literacy Study.' From 1995 to 2011, the Republic of Singapore has consistently demonstrated its superiority over other countries in the vast majority of categories with more than 50% of its students scoring in the advance levels on standardized tests. The Republic's insistence on being the educational leader in the world is the driving force behind its international success. As CSSA's vision is to prepare students for leadership in a global economy, it is imperative that we utilize curricula that advance academic achievement designed by the world's educational leader. Educational researchers in the U.S. who conduct international evaluations believe that there is a lot that the U.S. could learn from East Asian educational systems. CSSA has chosen to utilize the curricula developed and proven to be incredibly effective by the Ministry of Education of the Republic of Singapore for this very reason. The curricula cover science, mathematics, literary, history, health, physical education, language, the arts and civic responsibility. There is an emphasis on problem solving, critical thinking and mastery. Each of these is an essential element in the educational focus of CSSA. This system represents the Best of best practices in an international educational environment. It is closely aligned with the Common Core Standards and reinforces CSSA's mission and vision for the improvement of educational outcomes for the students who reside in Chicago Lawn.

The most profound aspect of the Singapore Educational System is that each skill that is taught is embedded in a behavior or expectation which makes it easier to teach the skill. The instructors are taught to think "skill, strategy, attitude, behavior." For example, when teaching reading comprehension, an emphasis is placed on the English Language Arts' domain of "listening" as a critical behavior the students must acquire in order to master the material. All lessons are presented in a logical format that builds upon skills that the student has been taught, practiced and mastered. The system insists on early memorization of core information, like the time tables and grammar rules while teaching students how the knowledge is applied in real world situations. From the very beginning, students understand why the information they are being taught is relevant and useful. The curriculum clearly outlines what to teach and how to move from one unit to the next. The construction of their curriculum, which they refer to as a syllabus contains all of the elements that American schools divide into separate components. The documents give teachers flexibility, while making sure teachers "keep the big picture in mind, so they can better understand the role of each syllabus, the connection it makes with the next level and the dependency relationship between syllab[i] (11)." The curriculum is in a college format that outlines exactly what the goals, objectives, content, scope and sequence, and what to teach and when in one seamless document that is helpful to administrators, teachers, and other educational professionals. The syllabus also addresses 'why' the lesson is being taught. The System is teaching and learning focused. It teaches the instructor not only philosophical constructs, but the rationale behind the need to teach a particular subject. It is a holistic approach to teaching that honors one's humanity and need to self-actualize. It is a clear curriculum map to their objective: academic achievement for all students. The fact

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that their students were tested using an international assessment and 50% of them scored in the Advance Level on the exam, says that something remarkable is happening in the classrooms that needs to be replicated in Chicago's schools. The statistical analysis has already been done on the viability of the Prison Pipeline: Businesses that participate in the Prison Industry make estimations on the number of prison cells they should build in the future based on the number of students who cannot read by the third (3rd) grade. The frightening reality is that Black and Latino youth are the ones who are showing up at high schools with primary school aptitudes. The chances of them completing high school are slim to none. Taking the GED is not a solution for them. They would be listed ABE (Adult Basic Education), if they dropped out and attempted to earn a GED. The solution is the CSSA's STEM Arts Integration Model which begins preparing students in elementary school with the skills they need to be successful as adults.

CSSA is committed to improving mathematics achievement by utilizing the knowledge gained from studies that identify the elements contributing to success. The "Introduction" to the 2011 Trends in International Mathematics and Science Study (TIMSS), states, "Students need to develop mathematical understanding to manage successfully in school and society. Mathematics is the foundation for further study in a number of school subjects, most notably the sciences; and mathematics problem solving builds logical reasoning skills that can be applied in many situations. For students' everyday life, today and in the future, mathematics is pervasive, from managing money to cooking and a range of other tasks. For example, mathematics is used to determine lengths of time, put things together (from models to electronics), and calculate quantities of what to buy (from pizza to paint).

The world is becoming increasingly "quantified," and all students need to be well grounded in mathematical and technological thinking to live a productive life. To be effective future citizens, students need mathematics to understand the daily news and grasp world events, [which are] often described through statistics, increases, and decreases. Considering students' future careers, mathematics is important to some degree in most occupations (e.g., construction, manufacturing, and business) and is required at a high level in many higher paying fields (e.g., engineers, scientists, accountants, and doctors)."

CSSA's Arts Integration Model also shows students the ways in which math is integral to their mastery of fine and cultural art forms like music, dance, photography, drawing, theater. Lessons include their expressing what they are doing in mathematical language; e.g., in theater, stage blocking requires knowledge of geometry, measurement, and the calculus of acoustics.

Foundational to being able to achieve this level of mastery is an understanding of the impediments to math skills acquisition, which leads to mastery. In 2012, Trends in International Mathematics and Science Study (TIMSS) issued a report that examined international academic achievement in mathematics from 1995 through 2011. Its findings inform decisions regarding instructional practices, support and the engagement of students and their families in enhancing academic performance of individual students, cohorts and the school. There is a correlation between student's attitudes toward math and their confidence in the subject and the outcomes on standardized tests. The study points out that in the 4th grade 48% of students report liking math and only 16% say they do not like math. There is a 61point difference in their scores on the TIMSS' exam. By the 8th grade, the students who like math has decreased to 26% and the percentage of students who do not like math has increased to 31%. With regard to confidence in math capabilities, in 4th grade, 34% feel confident in their capabilities, while 21% have no confidence. By the 8th grade, 14% are confident and 41% have no confidence (pg 31). There is a 100 point difference in the scores of confident students and those who lack confidence

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in their mathematical abilities. This clearly indicates why performance is lower in students in 8th grade than in 4th grade. Studies indicate that a student's college readiness capacity is established by 8th grade. If a student's performance in math is decreasing as the student gets older, so is the student's ability to do well in college. When one looks at academic performance, the top nations are the East Asian countries of Singapore, Korea, and Chinese Taipei. 50% of their students scored in the "Advanced Level" of mathematics on the TIMSS' exam (pg 22). In addition to confidence and attitudes towards math, the impact of preprimary school education (pg 24) and 2) mathematics resources in the home (pg 25) were also cited as important. CSSA's Instructional Strategies include a rigorous preschool and math literacy resources for the home.

The TIMSS study is the impetus behind the selection of the Singapore Math Curriculum. Because of its success, the system is closely aligned with the Common Core Standards, for learners in grades pre-kindergarten through 8th grade. CSSA will utilize this system to change the trajectory of its students early in their acquisition of mathematics literacy. The emphasis on preprimary school and family engagement are central to CSSA's whole school/whole child education plan.

Bill Jackson, a math education specialist who has taught in New Jersey and New York reports the following:

> "I've seen firsthand the difference the Singapore math approach can make. I began using Primary Mathematics textbooks from Singapore's Marshall Cavendish Education in 2000 when I was a classroom teacher. I have used Singapore math with both low-income inner-city students and affluent suburban students, and found that, when taught in the right way, it makes learning mathematics fun and engaging, allows students to understand mathematics deeply, and helps them become proficient at solving very complex math problems.

> "…Singapore mathematics lessons begin by engaging students in hands-on learning experiences followed by pictorial representations, which help them form a mental image of mathematical concepts. This is followed by an abstract stage, where they solve problems using numbers and symbols. This approach makes the learning of mathematics fun and meaningful, and helps students develop positive attitudes about math.

> "Typical U.S. math textbooks are thick and heavy and they cover many topics superficially and usually in an incoherent way. In contrast, Singapore textbooks focus on fewer topics, taught in-depth for mastery, carefully building mathematical understanding in a systematic way.

> Singapore math emphasizes conceptual understanding: the "why" not just the "how." As it is not enough for students to just get a correct answer, multiple solution methods are encouraged and evaluated as to their advantages and disadvantages. Students need to be able to explain their thinking and understand and explain the thinking of their peers."

The Singapore Math System heavily focuses on PBL, problem solving, applied mathematics and reasoning. Their PBL method begins with the concept, then the skills, and then the processes for applying the math skill. There is lots of focus on metacognition and attitudes about math that include math's utility. Jaime Escalante from California and Kay Toliver from New York have been successful in advancing the mathematics performance of Latino and African American students in inner-city communities. The foundational principles on which they operated were 1) caring about the students and

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2) upholding high expectations. They worked with students, who in most instances had learned to hate math or to believe that it was a subject area outside of their scope of proficiency. They transformed the trajectory of these students by showing them they were more than capable of mastering higher levels of mathematics through lessons that involved reasoning, problem solving and applying the math across the curriculum, which is the foundation of the Singapore Math Program.

READING
In 2011, The International Association for the Evaluation of Educational Achievement conducted a study published in 2012 of international reading proficiency, referred to as PIRLS. The study found that the "top performing countries demonstrated relative strength in interpreting, integrating and evaluating comprehension" (PIRLS 5). There is a greater emphasis on higher order thinking skills like inference than basic reading skills as the measure of a child's reading literacy. The study also found that the earlier a child begins to acquire literacy skills, the higher the child scored on its examination. "Throughout a child's development, the time devoted to literacy-related activities remains essential to the acquisition of reading literacy skills" (PIRLS 7). There was a 100-point difference between the scores of students who "often engaged in early literary activities" compared to those who "almost never engaged in early literacy activities"; and a 123-point difference in homes with "many resources" compared to those with "few resources" (PIRLS 7). CSSA begins working with students in pre-school and engages parents in all grade levels in Family Literacy activities through partnerships with libraries and colleges to help families with the acquisition of resources to enhance their home environment for the long-term benefit of their child(ren).

In Singapore, every child must be fluent in English verbal, writing, and literacy skills in order to graduate. Their language arts curriculum is an English Language Arts curriculum. Singapore has a literacy system designed for English language learners. English Language Learners are approximately 40% of the students in Chicago Lawn elementary schools. Singapore divides the acquisition of English language proficiency into three categories: Language for Information", "Language for Literacy Response and Expression", and "Language for Social Interaction". The curriculum emphasizes PBL as the students spend time using the skills they have garnered in the "Language for Social Interaction" theme. The Singapore Minister of Education places a great emphasis on the utility of English as the gateway to a productive and prosperous future. Thus employing the skills of their brightest and best minds in the development of a system to increase the English literary rate of its populace. They consider English as the means of international communication and make a solid connection between obtaining superior literacy skills and one's ability to assume leadership roles in international communities. At CSSA, we believe that approaching the teaching of English from an English as a Second Language perspective enhances the English Language Arts curriculum by providing approaches that native English speakers assume, because it is background or foundational to them. CSSA will also utilize a traditional English Language Arts curriculum to fulfill the needs of all students. Utility with the English language is the common goal.

There is no controversy over reading acquisition as an important skill that has relevance to every aspect of obtaining an education. Students residing in the United States of America must be bi-literate, possessing literacy skills in both English and Spanish. However, CSSA in its mission to prepare students for a global economy will also provide literacy skills in Chinese. This commitment to tri-literacy will prepare CSSA graduates to live out the vision on which the school is established. One's ability to articulate verbally and in writing, along with the ability to read with understanding and listen with an effective, yet critical, ear will prepare the students for college and careers.

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SCIENCE

Singapore has adopted a holistic model for science literacy as well. Their Science Education Logo depicts a sphere that is held up by two hands: one is the hand of the student—'the Inquirer' and the other the hand of the instructor—"the Leader of Inquiry". The sphere is the divided into three parts: "Science in Daily Life", Science in Society", and "Science and the Environment." The sphere holds a triangle that is quadri-lated into four triangles or domains: "Science as an Inquiry", Knowledge, Understanding and Appreciation", "Skills and Processes", and Ethics and Attitudes". "This holistic framework prepares students to see themselves as scientists, who understand the role of science as a way of learning about and interacting with the world and inculcating 'the spirit of scientific inquiry". The Singapore "Science Curriculum Framework "seeks to nurture the student as an inquirer…[who] is curious about and wants to explore things around them (2)."

The 2011, TIMSS Report depicted the following: "At the fourth grade, Singapore and Korea, the two countries with the highest average science achievement, also were the countries with the largest percentages of students reaching the Advanced International Benchmark. One-third of the Singaporean students reached this advanced level of performance, as did 29 percent of students in Korea…[compared to] the United States [where only] 15% [reached the Advanced International Benchmark]…At the eighth grade, four East Asian countries had the largest percentages of students reaching the Advanced International Benchmark: Singapore had the highest percentage (40%), followed by Chinese Taipei (24%), Korea (20%), and Japan (18%) …In comparison to the fourth grade, the percentage of eighth grade students reaching each of the International Benchmarks was lower. For example, the median percentage of students reaching the Low International Benchmark was 79 percent (compared to 92% at the fourth grade), indicating that more eighth grade students were being "left behind" their classmates" (9)."

Using research-based curricula and instructional practices, CSSA will demonstrate that all students can be prepared for rigorous high school programs and have college readiness skills upon completion of eighth grade. To accomplish this, CSSA incorporates a variety of pedagogical methodologies that include, but are not limited to the Singapore Educational System, Direct Instruction (DI), Differentiated Instruction (DfI), the Socratic Method, Problem-Based Learning, and the International Baccalaureate Program. They will be used at the primary level and with RtI Group A's Tier 2 students to ensure that students master basic and essential skills in reading, language arts, and mathematics. This curriculum includes detailed learning objectives and establishes high standards for achievement. The early reading program (DI) has been refined for over thirty years and proven to work with diverse student populations. Similarly, CSSA's curricula in math, history, science, technology, engineering, music, and art will set students on an accelerated learning path, ensuring mastery of a broad array of knowledge and skills.

SOCIAL STUDIES

The basic philosophy for Singapore's Social Studies and History curriculum is as follows: "At the heart of Social Studies (SS) is the preparation of our pupils to be citizens of tomorrow by helping them to better understand the interconnectedness in the world they live in and appreciate the complexities of the human experience. Drawing on the social life that is of meaning and interest to the learners, SS seeks to inspire mental eagerness and evoke pupils' curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, SS helps pupils to attain relevant knowledge and understandings about these issues, develop critical and reflective thinking skills, and appreciate multiple perspectives." CSSA's mission is to prepare students to critically analyze the world and

contribute to its development through PBL. The Singapore curriculum enhances this. These lessons start from an international place of awareness and look backwards and forwards into the impact of history and modernity and the major players and the common citizen. The lessons have a great capacity to be integrated into the performing arts curriculum making the subject matter accessible on multiple levels.

WORLD LANGUAGES

Chinese is a very complex language. It has 3,000 to 4,000 characters compared to the 26 that make up the English language. A curriculum that includes learning and utilizing more than one language has a tremendous impact on the brain's capacity and cognitive functions. Among the benefits listed by researchers, there are seven that will be important to the students at CSSA: Learning another language makes one smarter; it builds one's ability to multitask, it staves dementia, it increases memory, one becomes more perceptive, one's English ability's improve, and one's decision making skills improve (Merritt). CSSA is committed to engaging students in intellectual activities that have a high return on the time invested. The earlier language acquisition begins, the easier it is to master. Elementary school is the perfect time to add a second or third language.

Spanish is the second language spoken in the homes of many of the residents of Chicago Lawn. The CSSA curriculum will prepare students to be bi-literate and tri-literate. They must know English well, but if one is to be influential in a global economy, multi-literacy is the key ingredient.

THE ARTS

The Singapore Education System has an Arts' component that includes music, theater, and sound. The capacity of music to be integrated into mathematics is clear in matters of rhythm, but there is also acoustics calculus and geometry. Theater enhances many of the English Language Arts higher order thinking domains of speaking, listening, writing and reading. Dance can integrate the higher order reading skills of inference, interpretation, research and analysis and math modules in arithmetic, geometry and calculus. The Singapore curriculum contains the arts subject matter, the CSSA Arts Integration Model meshes them together.

PHYSICAL EDUCATION AND HEALTH EDUCATION

The Singapore Education System is holistic in its focus on a bright intellectual mind, but also a body that is healthy through exercise and the acquisition of a healthy lifestyle. The fact that one can determine by an individual's zip code their longevity is based on health disparities that are rampant in Latino and African American communities. Many issues are preventable by increasing the knowledge base of children, who influence changes in their homes by the lessons they learn in school. CSSA integrates fitness and healthy food choices into daily routine of the students. The parents are also involved in this agenda through the Parent Network that meets monthly and discusses family improvement initiatives. Fitness, eating healthy foods and encouraging academic excellence are core values that CSSA embraces.

CIVIC AND MORAL EDUCATION

Civic and Moral Education is a critical component in the CSSA curriculum. The Singapore Minister of Education's ethics curriculum use the following rationale for its inclusion in their educational system: "The Civics and Moral Education (Primary) Syllabus is designed to anchor our young in sound moral principles. It is important for them to be morally upright and understand the relevance of moral values in

a modern society. Pupils need to be equipped with social and emotional competencies to be able to live out their values in an effective manner." Chicago holds the title of "Murder Capital of the World" because the notion of Civic and Moral Education has not been widespread. Corruption in government, banking, and a mean spiritedness has permeated the land. All CSSA stakeholders, our students and their families, will practice the tenets of what we call character education every day.

The CSSA's basic philosophical and academic design is centered on research-based curricula models that have proven records of success. The academic and organizational frameworks have been carefully created to meet the student learning expectations of CSSA's Design Team. The Design Team members understand that clearly defined expectations for student learning will be essential to the realization of the lofty goals that they hold for school-wide academic success. The entire curricula structure is based on measurable learning attainments for students in all subjects and grade levels. These learning attainments are primarily dictated by the learning standards set forth in the curricula that will make up CSSA's academic structure for grades pre-K thru 8: Addendum H contains the Singapore K-12 curriculum program of study for Mathematics, Science, English Language Arts, Social Studies, History, Chinese, Health, Physical Education, Fine Arts, and Civic and Moral Education. Each syllabus includes the curriculum, scope and sequence, and curriculum map for each subject area. It delineates for the instructors what to teach, when to teach it and why it is being taught.

This curriculum is essential to preparing CSSA students and their families to fulfill our vision: "to empower students, parents, educators and every stakeholder to support student achievement on every level to develop creative individuals who are life-long learners, critical thinkers, problem solvers and engaged citizens, who are intellectually accomplished, culturally conscious, ethically focused and socially compelled to utilize their creativity, academic prowess and leadership capabilities as involved citizens and contributors to the global economy." There is a focus on thinking critically, problem solving, being an engaged citizen, who is proud of his/her heritage and celebrating the heroes of history and the unsung legends of our modern time. Through the utilization of an international curriculum that models the highest achievement rates, CSSA will transform the educational and life's outcomes of its students and their families; and the communities in which they live.

Addendum H contains the Singapore K-12 curriculum program of study for Mathematics, Science, English Language Arts, and Technology. The Program includes the curriculum, scope and sequence, and curriculum map for each subject area. Instructors know what to teach, when to teach it and why it is being taught.

Addendum H2 - CSSA RtI Tier System Diagram – Addendum H)
Addendum I – Research on Singapore Educational System, PBL, DI, Differentiated Instruction

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.

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

    B   Remediation: Describe how your education program will identify and meet the needs of all students who require remediation, including those who are below grade level, through specific instructional strategies, programs, services, and

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supports. Describe the level of growth expected in student achievement from these programs. **(**Note: 'Remediation strategies' does not refer to services to support students with Special Education needs and students who are English Language Learners (ELL); the intent of this question is to describe supports for the underperforming general education population.)

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

CSSA utilizes thirteen (13) Instructional Strategies that collectively provide a holistic model of academic support for all students, regardless of the skill set they bring to the school; remedial or accelerated. The School Culture, daily routines, character education, job-embedded professional development, the assessment model, use of CPS' IMPACT Software, Differentiated Instruction, and parental support and education are essential elements in driving academic achievement. Instructors know, from the start, the academic level of each student based on the initial assessment exam. This allows the instructor to plan each lesson taking into consideration the range of skills represented in the class.   If the instructor identifies that support from an additional Teacher's Aide is required for a particular lesson's presentation, the instructor makes a request for additional support. From the outset of introducing a unit, the instructor knows what each student needs to master the subject matter. Students are grouped based on ability. The lesson is taught and each student provided the educational resources, manipulatives, software and/or problem based learning unit to advance their learning. Teacher's Aides work in small groups with students needing more basic foundational skills. These students may require more steps to reach the learning outcome, but they will receive the support they need. Homework will be assigned using the CPS IMPACT distance learning system to support students outside of class time and at home. Some lessons continue during the homework support time, where individual help is provided. Small groups work on Problem Based Learning projects to advance the mastery of the accelerated learners. Parents receive detailed instructions on what they can do to help their student achieve success. Students are continually informally assessed to determine their understanding of the material. CSSA expects every student to demonstrate outstanding levels of growth each year.

Instructional Strategies:

Strategy 1: Initial Diagnostic and Formative Assessments
Practices: CSSA will assess the skill levels of all students upon enrollment to obtain base-line data (which will be aligned to Common Core Standards), identify any gaps, ascertain prior knowledge, determine learning styles and recognize areas of mastery using the Discovery Learning Assessments and Dibbles Assessment. The data will drive the development of a Personalized Learning Plans (PLP) for each student. We will set academic targets for each benchmark and use those targets to measure progress. The assessment and instruction cycle involves establishing learning objectives, monitoring progress through frequent, varied-types of assessments, evaluating/analyzing the results of the assessments, and modifying the PLP and the lesson plans, as needed, to ensure that each student is making progress toward mastery.

Strategy 2: Mastery of the basic foundational skills in English language arts (reading, writing, listening and speaking) and arithmetic and the inclusion of rigorous standards utilizing CPS' IMPACT distance learning system.
Practices: Beginning in pre-school and reinforced on every grade level, the foundational knowledge students need to excel in reading, writing, listening, speaking and arithmetic will be provided. Students will receive instruction to achieve mastery of the basic foundational skills using Differentiated Instruction, which may include, but is not limited to, Direction Instruction, Heggerty's Phonics Program, Lead 21, basal readers, Singapore Math, Saxon Math, and Power Writing. These

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are research based and outcomes driven systems. We will align them to the Common Core Standards and pull together the lesson plans that speak to the standard we are working on. Constantly, during each lesson, the Educational Engineers check in with their students to assess their level of understanding of the material being presented. This can be via a formal assessment, a quiz, a probing question, or simply reading the puzzled look on a child's face. Technology reinforcements will be used as multiple strategies for instruction are utilized to enhance the individual student's learning. CPS' IMPACT distance learning system will be incorporated to reinforce skills acquisition both in class and at home. Every five weeks Formative Assessments are given and evaluated. The curriculum will be adjusted to ensure student progress. Students, who fail to thrive, will be referred to as "naïve learners." Naïve Learners will be provided the additional support they need to foster their success. To increase the rigor of lessons for accelerated learners, CSSA will use Common Core Standards as the baseline and incorporate a) the common core, b) national standards, c) two or more years above grade level standards in ELA/reading, math and science standards and d) the ACT Standards to accelerate the learning.

Strategy 3: Build background knowledge in literature, social studies, math, science, health and fitness through applications of the knowledge in the fine and cultural arts
Practices: Students will build their background knowledge acquisition/discovery through books, field explorations, videos, and guest speakers, in addition to reading, discussing, developing arts performances/projects and writing about the topic being taught. The integration of the fine and cultural arts into each subject expands the background knowledge students need to understand how the material being taught connects with real world situations.

Strategy 4: Arts Integration Model
Practice: CSSA's Arts Integration Model also shows students the ways in which each subject is integral to their mastery of fine and cultural art forms like music, dance, photography, drawing, theater. All lessons include students expressing what they are doing in that particular cultural or fine arts unit in the language of that particular discipline; e.g., in theater, students learn that stage blocking requires the mathematical knowledge of geometry, measurement, and the calculus of acoustics. To perform a scene from a script, it requires the language arts skills of reading with fluency and expression, reading comprehension and vocabulary, listening to those who are included in the scene along with the director's comments on one's performance, speaking clearly and distinctly, being able to infer meaning, understanding punctuation, understanding sequencing and chronology, conducting research on the era in which the scene takes place and being able to write clearly and critically to evaluate one's own performance and that of others.

Strategy 5: Problem-Based Learning
Practices: Immerse students in practical applications of knowledge using engineering, technology, performing and visual arts, and health science projects/problems. Using the innovative curriculum designed by our team, the core skills and subjects will be operationalized for faculty and concretized for students by the practical applications of their knowledge in the core subjects of reading, writing, vocabulary, listening, speaking, arithmetic, mathematics, social studies and science. Mastery of the foundational skills and content areas will provide a solid framework on which to scaffold higher order thinking and advanced academic skills. In this way, students gain the greatest benefit from the core curriculum and the additional course offerings, which include instruction in meaningful uses of technology; the science reasoning skills of interpreting, analyzing, evaluating, reasoning, problem solving and understanding engineering principles. This will enlarge students' capacity to think deeply and creatively and become skilled decision makers.

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Strategy 6: Use the CSSA-Modified Response to Intervention Strategies
Practices: CSSA will incorporate Response to Intervention (RtI) practices, which are research based and outcomes driven. All students in the school will receive Tier 1 Universal Interventions, which are preventive and proactive. Assessments will be used to establish baseline data and determine who requires interventions and what kinds. The students will be divided into two groups. Group A will be students who require high quality instruction and interventions to fill developmental gaps. These students will follow the standard RtI support system of Tier 2: Targeted Group Interventions for at risk students to provide each student with the research-based interventions needed to support their academic achievement and move them into Group B. There will also be students in Tier 3: Intensive: Individual Interventions; which provides high intensity-long term support. CSSA will make modifications to the RtI practices and add a fourth tier at the top of the pyramid. Tier four is called "Problem-Based Learning – Targeted Group Engagement." (The full description of Tier 4 is included below.) The second group, Group B will consist of students who scored at or above grade level on the Tier 1 Intervention. These students in the high performance categories do not require developmental education support strategies in order to be successful in school. They do require academic support to ensure that they remain motivated to learn and are academically engaged and challenged. Group B's Tier 2 will involve Targeted Group Instruction that focuses on grade-level instruction. Group B's Tier 3 will be Intensive Individual Instruction that involves gifted instruction. Group B will also have the fourth tier at the top of the pyramid. Tier four will be called "Problem-based Learning – Targeted Group Engagement." These sessions will include higher order thinking skills and the integration of the curriculum with English language arts infused in social studies projects, applied mathematics in engineering projects, applied science in technology projects, and performing/visual arts projects. As students work in mixed groups that combine Groups A and B to solve problems, the intensity of testing will taper off, yet the rigor of the learning environment will not be diminished. Students will engage in problem-solving and decision-making through the problem-based learning projects they are assigned or choose. Students, teachers, and administrators will see the CSSA RtI Tier System as a model for continuous performance improvement and the advancement of student learning and achievement. Each tier supports the student's ability to reach the apex of academic achievement. (See CSSA Modified RtI Tier System Diagram – Addendum H.)

Strategy 7: Co-Curricular Courses and Activities
Practices: CSSA's co-curricular courses and activities are strategically designed to improve social interactions, build leadership skills, ensure healthy recreation, encourage self-discipline and inspire self-confidence. The curriculum immerses students in cultural arts, visual arts, performing arts, nutrition, fitness, tennis, golf, basketball, baseball, 4-H, and chess. There will be sports teams and clubs (theater, book, math, science, music, writing, debate, dance, sign language and Braille). In addition, students will participate in workshops on character education, personal safety and anti-bullying strategies. These workshops include a component to persuade students that they do not want to be involved with or encounter the negative side of law-enforcement while re-instilling the image of "Officer Friendly" into inner-city youth's consciousness. This re-imaging of law enforcement offices will go a long way in transforming many of the students' life outcomes. All co-curricular courses and activities will reinforce the tenets of the school's commitment to life-long learning using every activity as an opportunity to teach students essential life-skills.

Strategy 8: Positive School Culture & Longer School Day
Practices: The foundational element of a great school culture is classroom management. Instructional practices like Differentiated Instruction require that teachers maintain an engaging instructional

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atmosphere, while students self-regulate their behaviors. Instructors are chosen for their capacity to lead students to successful academic accomplishments and social outcomes. The school culture promotes high expectations both academically and socially, academic achievement, cultural awareness, social responsibility, moral excellence, order and organization, personal and collective safety and respect for one's self, others, property and resources. Teachers assume responsibility for any student who is not making progress; they feel compelled to help the student learn the material. Teachers will be self-reflective and continually review their practices. The school day will begin with breakfast served from 7:45 a.m. to 8:15 a.m.; Literal Logic games will be presented during breakfast and lunch. Morning Affirmations begin at 8:30 a.m.; during which we identify a particular student to applaud his/her achievements. Instruction begins at 9:00 a.m. Lunch (30 minutes) is served between 11:45 a.m. and 12:45 p.m.; students will rotate through lunchtime based on their grade level. After lunch, instruction resumes. Afterschool programs begin at 3:15 p.m., during which student participate in homework support, co-curricular activities, sports, clubs, tutoring, etc.

Strategy 9: Parental Involvement
Practices: CSSA will work with the National PTA to provide family empowerment series. CSSA will also provide a curriculum that involves instructional modalities that help parents to support the development of habits of mind that produce highly effective families, who engage the community in educational and socially conscious enterprises that positively impact and transform the community. There will be on-going parent education to involve parents in activities that enhance their capacity to support their child(ren) at CSSA. CSSA will offer English, computer, family math and leadership classes to parents to instill the notion of 'life-long learning' as a family value. CSSA partners with the local library, museums, cultural arts centers, etc. to enhance the home reading and math literacy levels in each family. CSSA will establish certain routines that families participate in to develop 'habits of mind' that promote positive self-esteem, academic success, and a positive school culture. Parents will also fund raise to establish a college scholarship fund for their children.

Strategy 10: Referrals for Specialized Interventions
Practices: Students who fail to thrive academically and behaviorally will be referred to the Dean of Students, who will determine which specialist the student should be referred to: either the school social worker and/or the Special Education Specialist.

Strategy 11: Community Involvement
Practices: CSSA's Board of Directors will work with local political, social, religious institutions and community organizations and area senior citizens to develop partnerships. These organizations will be encouraged to adopt the school. We will solicit their support for the school's students and families. These groups and individuals will be invited to attend or sponsor events and showcase CSSA school banners or posters in their establishments. Local law enforcement officers, senior citizens and volunteers will be encouraged to assist in the classrooms after they have undergone background checks and intensive screenings.

Strategy 12: Professional Development
Practices: CSSA will utilize an embedded professional development model that includes an intensive three-week summer session. During the school-year, there will be weekly meetings, monthly all day workshops, weekly observations with timely evaluations of and structured constructive criticism to advance the process of constant and continual improvement. Professional development will be embedded in every encounter to ensure that our learning and academic excellence model impacts both the students and the instructional staff. Teachers will be empowered to help students achieve.

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Strategy 13: Whole Child/Whole School Model

Practices: Every individual, who works in the school, no matter what their capacity, will be engaged in performing their duties in such a way that it contributes to the positive culture and climate of the school. The CSSA curriculum provides the immersion into the kinds of higher order thinking and problem solving skills that operationalize the ways in which acquired knowledge that is scientific, mathematical, economic, social and practical in its foundation can be used to design and build systems, materials, and processes that improve the lives of the students and the lives of individuals in the community. This practice will ensure that all students are ready to succeed in the academically rigorous programs offered at the best institutions of higher learning in the nation, and that they see themselves as individuals who are ready, willing and able to contribute to society.

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

The CSSA Charter School will meet all federal and state requirements for serving students with disabilities. Service to students with special needs-whether limited English proficiency or physical, cognitive, or emotional disabilities-will be a vital part of CSSA's mission.

Research indicates that at least 70 percent of special needs children have mild to moderate disabilities, including learning disabilities, mild mental retardation, and emotional, behavioral disturbances. (Reynolds, M.C. & Heistad, D. (1997). 20/20 Analysis: Estimating the Effectiveness in Serving Students at the Margins. Exceptional Children, 63, (4), 439-449.)

An impressive body of current research supports what many observers have long believed: Students with minor to moderate learning disabilities, as well as those with behavior disorders, would fare far better in the regular classroom, with the appropriate supports. Nationally renowned experts in special education have concluded that the most effective teaching practices for such students include grouping based on proficiency level, instruction with non-disabled peers, techniques for maximizing student engagement, and intensive focus in the early grades[5]. Through Direct Instruction, Differentiated Instruction and Professional Development, CSSA will employ each of these practices, as follows.

At CSSA, the culture of academic excellence, collaboration and accountability ensures that the learning environment includes a mix of learning strategies that support continual improvement in the academic performance of all students, regardless of their special need(s). All stakeholders are responsible for ensuring that the school achieves its performance goals; no child is excluded or disenfranchised. CSSA will exceed all federal and state requirements designed to ensure that students with physical, cognitive, and emotional needs and those who are homeless receive a quality education. CSSA will employ research proven strategies that include Response to Intervention (RtI), Multi-Tier System of Supports (MTSS),

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Direct Instruction (DI), Flexible Abilities Grouping/Proficiency Level Grouping, Extended School Day, Extended English Language Arts and Mathematics Periods, Morning and Afternoon Targeted Support, Saturday School, Summer Enrichment Programs, Problem Based Learning and a Community Garden.

All students are participants in the general education environment. The general education, gifted education, and special education instructors/specialists collaborate to provide a seamless instructional environment for the students to grow in. CSSA will "hire smart", that is we will only hire those instructors who are committed, but also capable of adding value to CSSA fulfilling its mission and achieving its vision. Using frequent, wide-ranging, assessment tools; immediately reviewing the resulting student data; frequently scheduled instructor collaboration to develop instructional strategies and interventions based on the data; employing the strategy/intervention(s); reassessing the student and refining the lessons so that the students with special needs receives individually designed instruction to support their special needs. Students with behavioral and cognitive challenges will experience codifiable improvements in their academic and social performance.

Differentiated instruction will be the mainstay to ensure that the sum of the learning experience will result in outcomes that are learner centered. The instructional design will anticipate challenges and provide a collection of experiences and appropriate applications that result in learning. As such, CSSA will include, as part of its initial assessment, examinations that ascertain the basic and expanded nature of the need(s) with which the child presents. If it is a physical disability in the major or fine motor skills or sensory disabilities, CSSA will ensure that the appropriate access(es), accommodations and aids are made available to the child at all times. If the need is based on the child's accelerated academic performance or lack of academic performance, an education specialist, whose training is in identifying and supporting the learning of students with cognitive super-function and dysfunctions, will be assigned to the student. Support will be available at every point in the learning day.

If the child is an English Language Learner (ELL), the language support that the child requires will be made available throughout the day. Utilizing a "structured immersion" model, all lessons will be delivered in English; however, additional time will be allotted for ELL students to receive support in their native language. The goal is to respect the child's culture by supporting the child's learning in both languages; thus applauding the child's immersion in the English language in order to emerge from the educational environment as a capable bi-lingual scholar. The school culture and educational infrastructure are grounded in the notion that every child is capable of achieving relevant success in an academic environment. Children come to academic settings with different levels of cognitive capabilities that are not determined by their race, disability, color, national origin or gender. No child will be left behind; but every child will achieve academic, social and moral success to support the CSSA Vision of assisting young people in becoming contributors in a technologically advanced, global arena.

All CSSA stakeholders, with special focus given to the instructors, administrators, staff and parents, must view the child as a capable learner. They must approach each learning situation with high expectations and convey their confidence in the child's learning capabilities through verbal and body language that exude high achievement as the anticipated outcome. Instructors must be pleasant and creative, fully trained in differentiated instruction, and patient. The child may come to the learning environment with prior bad educational experiences that will hinder their initial openness to interventions. This requires tremendous amounts of planning and an arsenal of proven strategies for teaching the content and engaging the student in the process. Recognizing and acknowledging each *individual student's level of achievement* will set the stage for more positive attention for improved performance. In other words,

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CSSA will applaud the child for the things the child has succeeded in doing, rather than focusing on the areas in which the child has failed to achieve academic success.

Abraham Maslow's "Hierarchy of Needs" suggests that there are six areas of human need. These are essential for human beings to 'self-actualize', which means accomplish fulfillment as a human being. They are physiological, safety, love and belonging, esteem, self-actualization and self-transcendence. Most special needs students are emotionally hindered in one or more of the four lower areas of attainment. Their ability to realize the CSSA Vision hinges on our ability to support the child in realizing each one of these levels of attainment. CSSA will be a safe haven for the children; however, we will work with the entire family and the community to engrain positive fulfillment of each level. When any level of the spectrum is disturbed, the child will manifest it in obscure behaviors both academically and socially. Thus, instructors must be observant, patient, flexible, and encouraging during the learning process.

Students with IEPs, will be engaged with all students in the general education curriculum. CSSA will also provide one-on-one instruction utilizing manipulatives and hands-on interventions to assist students in grasping and mastering concepts in the various content areas. Assessments of learning will be built-in and continuous throughout each lesson to provide multiple opportunities for students to prove themselves. The language used in all interactions with the child will build and support continuous achievement. All verbal and body language will be positive affirmations of the child's accomplishments, which will undergird the instructor's belief that the child can also accomplish the next learning task. It is essential that the verbal and body language cues support the child's movement toward achievement. Every success is applauded; even their failures are couched in the language of success. For example, "You did well at adding the single digit numbers; let's use that same successful strategy on this assignment." We never use words that denote or connote failure. We only use the language of success. The student is never criticized, berated nor compared to other students. Frequent verbal and written affirmations and small rewards are research-substantiated methods that help drive student achievement. For CSSA, they will be used to develop life-long learners and successful problem solvers.

The problem-based learning and applied mathematics activities will be helpful to students with IEPs. So often, their instruction is a repetition of the same areas in which they struggle. Problem-based learning (PBL) allows the students to use their natural talents and innate skills in real life situations. Research has shown that a lack of skill in learning tactics appears to be the main handicap for underachieving students[i] and when students are able to understand the relevance and application of what they are being taught, the learning quotient increases. PBL provides hands-on, practical experiences, which allow students to work in groups. There will also be constant contact with parents to ensure that the CSSA message of positive attainment is reinforced in the home. Instruction in personal hygiene, group interaction, and building positive self-esteem will be emphasized at CSSA and encouraged in the home. An extensive written record of all encounters with the child will be maintained. Bi-monthly meetings with all instructors will be held to assess the child's progress and to develop successful teaching strategies that can be implemented across the curriculum.

Children with physical handicaps will be assessed and provided instruction with the general education students. Accommodations in the form of timing, scheduling, setting, presentation and responses to student work will be made to support all students' learning styles and requirements. The special needs of gifted and talented students will also be taken into consideration. Although they are not academically

challenged, they are often socially and sometimes emotionally challenged and require support to maintain high levels of achievement. Their learning goals and activities will also be individualized.

Children who are 'at-risk' because of academic and social challenges will be provided the appropriate interventions for their situation, whether it is additional tutoring, counseling, praise, or social services. All students will receive the character education and cultural/fine arts curriculum to support their development into ethical, productive, creative citizens. Instructors working with special needs students will receive additional professional development to enhance their knowledge and skills and ability to utilize 'inclusive strategies'.

b. Homelessness

Homelessness is a family issue that requires special interventions through the parent to facilitate a smooth transition for the child(ren). To support families, it requires confidentiality and trust. Information about the situation will be provided on a 'need-to-know' basis. The Dean of Students will be the first line of contact for privileged information. The Dean will make referrals to the social worker. CSSA will be sympathetic, empathetic, and compassionate in order to serve as a solution builder for the family. The goal of CSSA is to develop relationships with the families it serves and a level of trust through which a parent whose family is being destabilized by the loss of their home, and all of the uncertainties it brings, can know that they can trust the administration of the school to support the family in moving through this transitional phase.

The needs of family will come first. The first need is stability. The second is feeling as though they belong to a supportive community. CSSA will be the constant, stabilizing force in the child's life. The parent(s) will be strongly encouraged to make sure that the child's attendance does not falter during this heavily uncertain time. The parent(s) will be encouraged to participate in the Parent Network, because his/her perspective on issues regarding the school is valued. The school social worker will be assigned to work with the family to make sure the family is able to get the child back and forth to school, has his/her books and school materials, receives meals and the emotional support needed to function in the school at peak performance. CSSA's social worker will be in contact with the appropriate social service agencies to help the family attains stability. When periods of poor attendance occur, the family will be offered school-based educational services for the student. The child will receive all of the academic support he/she needs while away from school and upon return to school. In situations where domestic violence and/or abuse have precipitated the homelessness, the family will be referred for family counseling with a reputable agency/counselor. The Summer Professional Development of staff will include a section on supporting families that are experiencing difficulties.

Addendum J – ISBE Special Education Certification Form

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

For students at CSSA, there is no academic down-time. Mirroring the academic environment in East Asian countries, year-round academic engagement is essential. The academic calendar for CSSA is from

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September through June; however, all students participate in summer educational activities, either enrichment or remedial, based on the student's performance during the academic year. In early August, students take an assessment test that provides formative data for instructors. The third week of August, students participate in a National Aeronautic Space Administration (N.A.S.A.) Camp held at the school. This is a Problem Based Learning Program with pre-designed lessons, assessments and outcomes. Instructors, who have spent the first two weeks of August in Professional Development, teach the classes. This is an academically fun environment that allows instructors to interact with their students and get to know them, their learning styles and engagement capacities; allowing instructors to evaluate students and obtain the professional development support they need to deal with specific challenges prior to the school year's official start. Instructors spend the fourth week of August preparing for their students. They work with the Curriculum and Assessment Coordinator and Professional Development Specialists to design Personalized Learning Plans for each student and the lesson plans for the first five weeks of school.

On the last Saturday in August, the school will host its Annual Fun Day, which is a CSSA family festival for all students with their families and staff and their families. It permits families to engage in a mutually rewarding activity where the learning goal is to have good, clean fun. Interacting with families in a non-academic setting allows staff and instructors to engage parents, students and their siblings in a non-threatening way. Structured play activities reveal psycho-social aspects of individuals that may have taken weeks to ascertain in a learning environment. With skill and caring, the students and their families are inducted into the CSSA Family and the support services they require are made available to them. Early awareness of potential challenges allows CSSA to institute interventions that are timely and effective.

When school begins in September, the CSSA school day begins with instructors arriving and while partaking of fruit and herbal tea they review the CSSA Mission and Vision and one CSSA Tenet. They have an opportunity to discuss and affirm the daily bell ringer and character education subject for the day. They place the name of any child they may have concerns about in the Dean of Students' Lion King Box. The Dean will review these names and make observations and initiate any interventions deemed necessary. Instructors teach only one subject. The IEA TIMSS Study found that students who are taught by instructors who are specialists in the subject matter they teach, are the most effective at advancing learning. CSSA will utilize teachers who specialize in the particular subject area in which they teach. Even in the primary grades, teachers must have credentials and will teach one subject to ensure that the educator has mastered the content area. This is one of the effective strategies utilized by the Singapore Educational System. Educators will teach within one discipline and work with either Primary, Intermediate or Middle School exclusively. Instructors will teach five classes per day

During the course of each month, grade-level teams will meet a total of seven (7) times before the school day begins to discuss specific grade-level matters and student learning issues. This time provides ample opportunity for instructors who work with the same groups of students to compare notes and develop strategies to support naïve learners, at grade-level learners and advanced learners in achieving success. During lunch, instructors alternate the days on which they have lunch room duty and prep time; providing 10 hours per month for prep time during the course of the school day. This time is used for self-reflection, meta-cogitating about the success or failure of lessons taught to students, and speaking with the Dean regarding students whose names have been placed in the Lion King Box. The Curriculum and Assessment Coordinator can use this time to address specific matters also. At the end of each day, instructors alternate between meeting in discipline specific groups and facilitating homework support. The Character Education Instructor, Dean of Students and Curriculum and Assessment Coordinator attend all morning and end of the day meetings. They collaborate with the instructors and utilize their global

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awareness of issues pertaining to teaching and learning at CSSA to support educators individually, collectively and through appropriate professional development.

Students begin arriving at 7:45 a.m. They receive a nutritious breakfast and recite the CSSA Mission, Vision and the same Tenet the teachers reviewed. At 8:10 a.m., class begins with a Bell Ringer that works on multiple academic and social threads at the same time; e.g., reading, research, writing, ethics, verbal, problem solving, critical thinking and social justice. One student is chosen and celebrated for an accomplishment. His/her name is placed on the classroom's Tree of Excellence'. As they leave for class, they recite the character education subject for the day. From 9:00 a.m. to 3:00 p.m., students rotate through their classes (mathematics, science, English Language Arts, history, Technology/Engineering, Fine Arts, world languages) and lunch. From 3:00 p.m. to 6:00 p.m., students receive homework assistance and participate in co-curricular activities; e.g., the arts (visual, cultural, performing), sports, robotics, PBL projects, aerodynamics, clubs (hackers, writing, science, math, computer, gardening, debate, entrepreneurship, fashion, cooking, book), community engagement, hospitality and student government.

CSSA will write grants, seek funding and partnerships to cover the cost of out of school time activities' salaries, supplies, meals and equipment.

Addendum K: Proposed School Calendar and Daily Schedule
Addendum L: Sample Teacher and Student Schedules

2.5. Talent Management

a. **Recruitment and Staffing**: (i) Discuss the rationale for the proposed staffing numbers and structure outlined in the attached five-year school staffing model and organizational chart and cite teacher-student ratios for each type of teaching position. Describe the roles and responsibilities of each of the instructional and non-instructional positions listed in the attached school-level organizational chart. These descriptions should align with the attached job descriptions. (ii) Describe your Design Team's strategy, process, and timeline for recruiting and hiring the proposed school's teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support your school design. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines. (iii) Discuss the proposed salary ranges and benefits (including pensions) listed in the attached budget and explain any financial incentives or rewards that may be included in the compensation system. Explain how the salary and benefit plans will enable the school to compete with other schools to attract and retain high-quality staff.
   • Attach a school staffing model that lists all instructional and non-instructional staff positions over the school's first five years of operation that clearly reflects the school's proposed growth strategy. (Note: Please see p. 21 of the Answer Manual for a sample School Staffing Chart.)
   • Attach a school-level organizational chart that presents the lines of authority and reporting within the school and clearly delineates the roles and responsibilities of staff members over the school's first five years of operation.
   • Attach comprehensive job descriptions for all instructional and non-instructional positions listed in the staffing plan.
   • Attach resumes for any identified candidates not serving on the Design Team; all resumes should b+e clearly labeled with the positions in which these candidates are proposed to serve.
   • See Recruitment Plan Chart

Staffing Model

Quantity					Subject	
Year 1	2	3	4	Year 5		
2	3	3	3	4*	Mathematics	
2	3	3	3	4*	Science	
2	3	3	3	4*	English Language Arts	
2	3	3	3	4*	History	
2	3	3	3	4*	Engineering/Technology	

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2	3	3	3	2	Arts	
2	3	3	3	2	World Languages	
1	1	1	1	1	Fitness	
1	1	1	2	2	Character Education	
6	6	6	6	6	Instructor's Assistants	
1	1	1	1	1	Librarian/Media Resource Coordinator	
23	30	30	31	34	**Total Instructional Staff**	
					Administration	
1	1	1	1	1	Director	
1	1	1	1	1	Dean of Students	
1	1	1	2	2	Curriculum & Assessment Specialist(s)	
1	1	1	1	1	Special Ed	
0	1	1	1	1	High School, College & Career Counselor	
1	1	1	1	1	Social Worker	
1	1	1	1	1	Business Manager	
1	1	1	1	1	Office Assistant	
1	1	1	1	1	Engineer	
1	1	1	1	2	Custodian	
1	1	1	1	1	Security Guard	
10	11	11	12	13	**Total Administrative Staff**	
					Contractual Staff	
3	3	3	3	3	Professional Development Specialists	
1	1	1	1	1	Bookkeeper (external)	
1	1	1	1	1	Accountant/Payroll (external)	
5	5	5	5	5	**Total Contractual Staff**	

*One also serves as Department Head

In order to ensure that every student interacts with an instructor who has attained mastery of the subject he/she teaches, the school will have instructors teach one subject. Instructors will teach that subject to students on the Primary (K – 2), Intermediate (3 – 5), and Middle School (6 – 8) grade levels. The instructors who teach the upper level courses will become the Department Heads for that particular discipline. The plan is to have no more the 20 students in each class for the core subject areas (art, mathematics, science, English Language Arts, technology/engineering, and history). This modest reduction in class size has been found to have a profound impact on teaching and learning and ultimately student outcomes.

Hiring and Developing Faculty and Staff

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The primary responsibility of each teacher at CSSA will be to help every child reach his or her full potential. Teachers will be responsible for the following: selecting annual goals in line with the overall vision and mission of the school and implementing programs to achieve those goals including Direct Instruction, Core Knowledge, Differentiated Instruction, Problem Based Learning and the schools Leadership by Design Program; providing a favorable learning environment; maintaining student records, including reports on attendance, individual academic progress, disciplinary action, and student's needs and goals; and working with instructional assistants to maximize the efficiency and effectiveness of instructional strategies.

In selecting teachers for the new school, the Director will seek individuals with the following qualities: A strong undergraduate education with a specialization in a core subject area (graduate education preferred); a passion for helping students achieve high standards; high grade point averages from high school and college; consistently exceptional professional evaluations; outstanding references from school leadership, peers, former students, and parents.

A successful teacher candidate will be able to: Utilize the assessments to evaluate whether students are achieving the high standards for learning expected from CSSA's core curriculum; as well as foster and maintain good working relationships with School administrators, instructional assistants, and other colleagues; exercise sound decision-making; demonstrate a firm commitment to excellence and convey this commitment persuasively to all students; work as part of an effective larger organization that includes constructive oversight from the School Director, Dean of Students, Curriculum and Assessment Specialist and the Professional Development Specialists; Implement CSSA's rigorous instructional programs using those teaching methodologies and best practices that lead to high levels of student mastery; each successful applicant for a teaching position at CSSA will be assigned a lead teacher and a support team which includes other teachers, administrators, and curriculum specialists. In addition to the attributes listed above, standards for lead teachers will include a distinguished record of demonstrable teaching success in an urban setting and a solid reputation for mentoring and overseeing less experienced teachers.

In hiring Instructional Assistants, CSSA will identify individuals who possess the traits of a great teacher – high energy, intelligence, patience, and dedication-who would enhance the classroom environment and benefit from the excellent mentoring and professional opportunities available at CSSA. We will work to achieve a mix of seasoned and new teachers. The ideal mix would be 60% seasoned and 40% new.

CSSA is currently seeking to identify instructors who possess the qualities we desire. We will connect with educators through on-line employment sources, education publications (on-line and paper), local newsprint, email blasts and word of mouth. We anticipate beginning the formal interview process in March, 2014 and continuing until June to fill all vacant positions. Salaries, benefits packages and pension options will be competitive based on the skill-set of the instructor and/or staff person. Our reputation for academic excellence, fairness, and high expectation will be our greatest asset. The combination of a competitive compensation package and an outstanding school culture will be the incentives utilized to attract and retain exceptional instructional and non-instructional staff. Instructors who meet CSSA's minimal academic goals with 85% of the students they teach will receive (in addition to annual increases) a bonus of $500 per semester. Those who exceed CSSA's academic goals with 85% of the students they teach will receive a $1,000 bonus per semester. Teachers who exceed goals for both semesters will receive an item from their classroom 'wish list'.

See Addendum M – Staffing Model
Addendum N – Organizational Chart

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Addendum O – Job Descriptions
Addendum P – Resumes
Addendum Q – Recruitment Plan

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

The CSSA Design Team recognizes teaching as a profession that merits the utmost respect and support. At CSSA, faculty and staff will be selected from among the very best in the profession, and provided with the tools necessary to succeed, including extensive professional development. In an article published in "Effective School Practices" (Fall 1996), educator Ed Schaefer underscores the critical importance of professional development to a school's success: "High performance schools are that way not because they have high performing kids, but because they are wholly organized in support of a demonstrably effective technology of curriculum and instruction."

The great promise of the CSSA rests in the opportunity created by Illinois' Charter School Law not only to implement a demonstrably effective curricula, but also to shape a faculty singularly focused on improving student learning and equipped with the resources and skills to achieve that goal. After all, the efficacy of the Singapore Educational System and Problem-Based Learning are premised on their accurate implementation. Comprehensive training and ongoing professional development are therefore vital components of CSSA's organization and design.

CSSA's professional development program is a job-embedded professional development program. CSSA's PD Program's purpose is to provide instructors with the on-going training they need to support every student in achieving academic and social success, while exemplifying a culture of 'life-long learning' among CSSA's essential stakeholders. PD makes use of a variety of methods. It begins with an intense two weeks of professional development at the beginning of August, which is followed by two weeks of working with the students in the N.A.S.A. Camp and utilizing the skills they have gained through the PD in the prior two weeks. PD workshops are held prior to school's first day and continue during the school year as monthly PD day-long workshops. The topics for PD workshops are developed based on the CSSA Mission, Vision, Educational Philosophy and the needs of instructional staff based on the assessments of student performance in class, on exams and by observation. Topics to be covered include, but are not limited to, The Singapore Method, Problem Based Learning, Differentiated Instruction, Direct Instruction, Character Education, Healthy Living, Developing a School Culture of High Expectations, Collaboration, The Thirst for Knowledge—Life-Long Learning as an Educational Imperative, CSSA's Discipline Policies and Code of Conduct, CSSA Mission, Vision and Educational Philosophy, Team Work Makes the Dream Work, Supporting Parents as the First Educator, Job Embedded PD, Integrating STEM and the Arts, etc. In addition to external workshops conducted by curriculum and program specialists, the PD program will utilize team meetings, staff book clubs with Socratic seminars, grade level team collaboration, peer and expert coaching, external partnerships with university and business partners, observation/modeling, mentoring and peer portfolio reviews. Every three days, instructors who teach the same grade level meet first thing in the morning to assess student progress and effective methods for working with students who may need additional support/interventions or are accelerated. The PD Team is comprised of the Dean of Students, Curriculum and Assessment Specialist and the Character Education instructor. They will be present at

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the morning and evening meetings to support instructors, impart insights and develop interventions for particular students. The morning sessions allow instructors the time to share effective strategies with their peers and to ensure that every adult who interacts with the students is involved in collective, collaborative methods to help the student achieve academic success. Every other day, instructors have an hour of reflection during lunch, which allows instructors to prep and also to contemplate the efficacy of their teaching. They have access to video footage of their teaching and the opportunity to receive individualized commentary from seasoned instructors on their strengths and weaknesses in an environment that nurtures success. Instructors utilize this time to discuss teaching strategies and assessment methods and to engage other effective instructors in their best practices. At the end of each day, there are discipline specific sessions that allow instructors to meet with peers and discuss innovations in the discipline, teaching strategies, and to operate as vertical teams recognizing the importance of their contribution to the success of the students over the long haul and the success of CSSA as an institution.

The PD workshops and sessions will be evaluated through pre-tests, post-tests and observations. The pre-tests provide the presenters with data regarding the prior knowledge instructors possess about the topic. The pre-test will also be used as a formative assessment data to shape the content of the workshops to ensure that the workshop is relevant, effective and impactful for those in attendance. The post-tests provide summative data regarding the effectiveness of the workshop, based on immediate engagement with the material. The most important evaluation of the PD will be in the days and weeks that follow the workshops. The PD Team and the Director will make observations of instructors to determine the level of engagement with the topics taught. Instructors will be made aware of the outcomes of these evaluations and any adjustments they are required to make to support the students and CSSA. The observations will go into the instructor's personnel file and will be included in the semester performance evaluation. They will be used in the determination of continued employment, compensation, promotion and tenure.

The efficacy of the Professional Development Program will be determined by a number of performance indicators. Surveys will be conducted of instructors after each session assessing the value added by the PD and the ways in which they will utilize the training. They will give specific examples of situations in which they will use the training. Each teacher will prepare a portfolio that will demonstrate their engagement with the strategies documented by samples of student work. At each subsequent PD Day, teachers will describe the ways in which they benefitted from the previous PD and their need for support. The PD will be adjusted, taking into consideration all of the useful comments made by participants along with information gleaned from classroom observations and benchmark assessments.

PD workshops are evaluated by instructors based on their effectiveness. Those that are deemed ineffective will be evaluated to determine why they are not effective; e.g., the presenter, the topic, etc. Ineffective workshops will be discontinued and assessments made to determine what the pressing needs are.

Addendum R – Professional Development Calendar

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

All instructors will participate in the Teacher Induction Program. It begins in August of each year with two weeks of intensive training that will provide all CSSA teaching staff with immersion in research-

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based instructional strategies, CSSA's professional culture, assessment tactics, and the calendar for the year. Sessions will also be held on the CSSA philosophy and culture, the curriculum, student assessments and portfolios, lesson delivery, classroom management, CSSA's disciplinary system with its rules and procedures, parent outreach, and the school's technology system. Leading specialists will be contracted with to conduct workshops and work with instructional teams. Staff recreational activities and social events will provide opportunities for new staff to get acquainted and to establish a tight-knit community devoted to CSSA's success. Instructors will also have two weeks to work with students in the N.A.S.A. Camp to practice the strategies they have learned. At the end of the summer PD institute, instructors will review the student data for the incoming student population and utilize the strategies they have garnered from the PD, with the support of the workshop leaders, their peers, and the Curriculum/Instruction and Assessment Coordinator to prepare their lesson plans for the first six weeks of school. Instructors will also set performance goals for the first quarter. Working with the students prior to seeing their assessment scores provides instructors an unbiased opportunity to get to know the student's strengths and weaknesses and to utilize that knowledge to develop the Individual Learning Plan for each student based on the formative assessment and the student's innate problem solving skills.

Throughout the year, there are daily, weekly and monthly formal and informal staff engagement opportunities to review the progress that instructors are making in advancing learning. There will be open dialogue about problems, concerns, strategy implementation, and additional support needed for teachers to fulfill their goals for the year. There will also be opportunities throughout the week to address issues related to the school's success. Staff will also be supported with the leadership and guidance of CSSA's Curriculum/Instruction and Assessment Coordinator, a key member of the onsite leadership team. This individual will train, coach, and evaluate instructional staff, modeling effective instructional techniques and addressing issues that will inevitably arise with the curriculum and school design. In short, the Curriculum/Instruction and Assessment Coordinator will serve as a permanent, full-time teacher coach.

Professional development days throughout the year will be set aside once every four weeks, so teachers will have the opportunity to work on their skills and be trained outside of the regular classroom. On these days, students will not be present and the entire day will be devoted to PD. In addition, CSSA will utilize experts in the areas of DI, Response to Intervention, Curriculum Implementation, and Problem-Based Learning on a regular basis to assess teachers' skills, work with them in CSSA, and ensure that teachers are continually improving and honing their trade. An outcome of each PD day will be the preparation of lesson plans; individual instructional plans for students; and performance goals for the next month.

In addition to their own laptop personal computers and telephone/voice mail/facsimile machines, teachers will have adequate professional development time well as their own private workspaces among other teachers in the Teachers Resource Center.

Faculty's Calendar for the Academic Year	
Indicator	**When**
School Orientation & Assessment of Students	First Saturday in August
Professional Development Teacher Induction Program	First Two Weeks of August
N.A.S.A Camp	Third Week of August
Formative Assessment Review	Fourth Week of August

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Develop Individual Learning Plans and First Five Weeks of Lesson Plans	
Family Fun Day	Last Saturday in August
Regular Training and Program Implementation Maintenance	One Full Day Every Month
Peer Coaching	Ongoing
Classroom Observations	Ongoing
Grade Level Team Meetings	Seven Times Per Month
Discipline/Subject Specific Meetings	Seven Times Per Month
Prep Time/Peer Review	Every Other Day
Staff Surveys	Monthly and Quarterly
Faculty Socratic Book Club	Quarterly
Semester Evaluation	End of Fall and Spring Semesters
Peer Portfolio Review	Months of December and May
Year End Analysis and Curriculum Retooling	Ten Days: after students have been dismissed for summer break

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

The Professional Culture at CSSA will be a reflection of CSSA's values, attitudes, norms and behaviors. These outward manifestations of CSSA's Mission and Vision create a unified school setting in which every stakeholder thrives. The collective inner ruminations are: "Motivate," "Collaborate" and "Celebrate." These three verbs are the cyclical cornerstone of the professional culture at CSSA. Putting them into action will allow CSSA to demonstration its success as a high performing school. Celebrating the independent contributions of staff and volunteers and rewarding team productivity are essential behaviors that will be foundational in CSSA's ability to motivate staff and retain high performing professionals who are exceptional contributors to the school culture.

First, at CSSA, we value the contribution of every staff member and volunteer. Our attitude is that every staff member is a professional and an expert in his/her field/area; we acknowledge their academic accomplishments and support them in seeking additional certifications, degrees and professional development. Their personal successes contribute to the success of CSSA. Whether one is an administrator, an instructor or a custodian, every individual has an essentially important role to play in CSSA fulfilling its Mission and achieving its Vision. In our efforts to drive student achievement, there are a number of behaviors that will be normative. They are mutual respect; personal responsibility for actions, attitudes and behaviors; collaboration; the celebration of individual accomplishments; the open acknowledgement of contributions to CSSA; an atmosphere that empowers stakeholders to collaborate and contribute their ideas and to champion solutions; and collaborative assessment, evaluation and decision-making.

Every staff member at CSSA is a part of a team whose goal is to support academic achievement and the development of students who are positive contributors to the global economy. The Administrative Team includes the visible office personnel and school leaders, and it also includes the behind-the-scenes facility's custodians who make sure the facility is a clean, pleasant and vibrant place to work, teach and learn; and external systems operators (e.g., bookkeeper, payroll firm). The Instructional Team includes the instructors, department heads, teaching assistants, student teachers, and support units (i.e., social

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workers, counselors, external collaborators, etc.). They are the essential contributors to the outstanding learning environment through their attitudes, behaviors, physical classroom design, classroom management, and the academic and behavioral instructional strategies they utilize to ensure that every child achieves his/her maximum academic and social potential and becomes a life-long learner. Professional development will include workshops from the Leadership by Design - Character Education Curriculum, Healthy Living Curriculum, and Parent Empowerment Curriculum. The bulletin board in the office will highlight achievements and milestones in the lives of faculty and staff and celebrate birthdays, anniversaries and other milestones.

The Parent and Community Engagement Team is the largest team at CSSA. They are volunteers. There are two levels of volunteerism: compulsory and discretionary. Parents are required to volunteer four times per year and to attend monthly Parent Network meetings. Any volunteerism above the mandatory requirements is at their discretion. It is our belief that the extraordinary professional culture at CSSA will compel parents and other stakeholders to become GEMs, individuals who 'go the extra mile' and donate their expertise regularly. Every volunteer will know that he/she is an appreciated contributor to the school.

Each team will have embedded opportunities for inter-collaboration and intra-collaboration. The CSSA Mission and Vision keep the members of each team focused on the singleness of our purpose. Individual teams will meet weekly to evaluate data, assess progress toward CSSA's goals, and make recommendations and implement processes that support improvement. Within each Team, there are Sub-teams comprised of content specialists, grade-level instructors, or area specific personnel, who will meet bi-weekly to ensure that 1) issues are addressed and dealt with swiftly and fairly. 2) There is collaboration on issues involving student performance, family concerns and school-based concerns. They will ensure that issues are investigated, addressed, mitigated, resolved and/or referred to the appropriate school entity. There will be follow-up to ensure acceptable resolution; 3) Staff with years of experience serve as mentors to new professionals; 4) There is monthly assessment of the processes and outcomes, which will be discussed at the monthly CSSA All-Teams' Meeting.

Before the beginning of each academic year, all employees will participate in a retreat. The purpose will be to collaborate on how CSSA employees will manifest the CSSA Mission and Vision, promote and maintain an outcomes-driven positive School Culture, be engaged in a success-driven Professional Culture, review projections for the up-coming year, discuss pending challenges and develop solutions, set ambitious achievement goals for the coming year, and commit ourselves to individually adding value to the CSSA Educational Enterprise. There will be opportunities for technology-driven feedback on the retreat through which one can maintain one's anonymity and improvements can be made to ensure a positive culture.

At the beginning of the year, there will be a whole-school social outing in the form of a picnic and carnival, to celebrate the CSSA Community and to allow all stakeholders the opportunity to interact on a social level. Each grade level will host a particular game or attraction area at the carnival allowing students to win prizes, laugh and develop a positive cohesiveness. This will allow employees to interact on a level where the successful outcome is 'fun for all.' This event is a way for CSSA to begin the year by celebrating ourselves as motivated collaborators.

    c.   **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.

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- Attach any documents related to teacher evaluation, including evaluation frameworks/criteria, evaluation policies, and sample evaluation forms.

Note: Evaluators will provide an additional, separate rating assessing the cohesion and overall integration of the academic capacity section. Specifically, evaluators will assess whether the proposal successfully describes how the mission and vision, educational philosophy, curriculum and instruction, assessment system, and staffing model are all integrated to support the implementation of a comprehensive educational program.

The performance of all staff will be monitored, providing opportunities to reward good performance and to correct errors before they have a negative impact on the school. There will be on-going informal and formal quarterly evaluations of the performance of the instructional staff and administrators. The assessments will be completed on-line and each stakeholder will assess everyone: the administrative staff, instructional staff, volunteers, students, board of directors, and community partners. Because continual school improvement is one of our cultural norms, the input of every stakeholder is imperative. This empowers every stakeholder to be involved in efforts to support a high achieving school culture, to value other's opinions and to nurture continual improvement.

The formal quarterly assessments include questions about outcomes, efficiency, productivity, communication, suggestions for improvement, areas of growth and renewal. Year-end evaluations will take into consideration the success of each staff member in achieving the ambitious goals they set at the beginning of the year. Incentives and merit pay increases will be awarded based on one's ability to contribute to the success of CSSA.

Instructors and staff will be evaluated regularly for the following purposes:

- To award promotions to higher-level, open slots based on merit
- To provide information for contract renewal decisions ("cause" is not necessary to deny contract renewal)
- To determine contract termination "for cause" (i.e. incompetence/inadequate performance)
- To motivate faculty to attain high, outcomes-based performance levels
- To motivate and assist faculty in improving their own performance

CSSA will utilize "Charlotte Danielson's Teacher Evaluation Rubric/Standard of Effective Teaching" to conduct classroom observations because of its comprehensive ability to assess student learning and engagement. The Domains for evaluation are 1) Planning and Preparation; 2) the Classroom Environment; 3) Teaching and Learning; and 4) Professional Responsibilities.

All employees will be evaluated at least twice a year. For instructional staff, a formal review will be completed each spring, or as necessary The Director, Dean of Students and Curriculum and Assessment Coordinator will evaluate all instructional staff. The Director and Dean of Students will evaluate all non-instructional staff. The Board of Directors will evaluate the Director and Dean of Students. Instructional staff will be required to perform annual self-assessments, based on the same criteria used by their supervisors.

Instructor evaluations will be based on performance in the categories listed below. Each category will be weighted as a percentage of the whole evaluation, as indicated; for example, Mr. Franklin's Student Achievement score will represent 30 percent of his overall score, while his rating for Interpersonal Skills will represent 5 percent. Points earned in each category will be combined to total the staff member's overall score, based on a 100-point scale. Zero to 59 points corresponds to *failure/unsatisfactory,* 60-69

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points represents *borderline passing,* 70-89 points **reflects** *good performance,* and 90-100 points indicates *outstanding performance.* If a staff member receives a "zero" in any category, his or her overall score will be unsatisfactory.

Faculty Performance Evaluation Categories:

Student Achievement (40%)

- Students attain targets for lesson progress and mastery test scores (generally, student scores are within the allowable range unless there are relevant extenuating circumstances).
- Students' scores improve on independent standardized tests and other independent assessments.
- Students achieve targeted performance in other subjects on available measures including curriculum-aligned tests.

Planning and Intervention Implementation (20%)

- The instructor effectively implements all curricula, e.g., attaining 90% correct student responses, demonstrating strong lesson presentation skills, using appropriate correction procedures, monitoring students' independent work in class, and using appropriate signals.

- The instructor effectively implements assessments, parent progress reports and report cards, and appropriately assigns homework and corrects papers.

- The instructor develops and regularly submits lesson plans that reflect proper alignment with CSSA Curricula and the Common Core Standards and learning objectives.

Professional Improvement Development (10%)

- The instructor learns the approved curriculum to a high level of proficiency; performs well in check-outs linked to in-service training; uses technological tools to maximize efficiency and effectiveness; accepts constructive suggestions or criticism in a professional manner; and works closely with the lead teacher, School Director, Professional Development Coordinator, and other colleagues to improve his or her own teaching skills.

- The instructor works well with other CSSA staff, contributes to the development of a collegial work culture, participates in informal professional development discussions, shares expertise with colleagues, and participates in team planning meetings.

Classroom/Behavior Management (15%)

- Results from parent surveys and other indicators reflect satisfaction with the instructor's implementation of effective behavior management methods.

- The instructor demonstrates the effective use of time, smooth transitions between activities, effective room arrangements, appropriate movement, clear expectations for student conduct, a greater frequency of praising students to correcting them, use of CSSA's character education curriculum vocabulary, effective and appropriate use of reward systems, proper referrals to the CSSA Dean of Student's office, and fairness and consistency in recognizing negative behavior and imposing consequences/restitution.

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- Students demonstrate instructional/task focus and appropriate character virtues in the classroom as well as appropriate conduct in the halls, restrooms, play areas, and other non-classroom environments.

- Individual student behavior management plans are implemented correctly.

<u>Parent and Student Satisfaction (15%)</u>

- Results from parent survey and other indicators reflect satisfaction with the instructor.
- The instructor contributes to a measurable impact on enrollment, e.g., increased enrollment is linked to parent satisfaction with the instructor, word-of-mouth, and/or independent outreach, or conversely, student attrition is caused by dissatisfaction with the instructor.

For all non-instructional employees, a performance evaluation will be completed one year from the date of hire, date of last review, or date of promotion. This appraisal will provide feedback on the employee's performance and promote meaningful communication between the employee and CSSA Director. School leaders will also be formally evaluated annually (or more frequently if necessary) by a comprehensive educational consulting service.

All employees will be rewarded for quality work and excellent service in the form of performance-based salary increases, as appropriate.

A "CSSA Award of Excellence" process will be used to build and celebrate staff capacity and efficacy. Staff members, especially the instructional staff must view themselves as scholars. Professional reading and discourse around education will be an integral part of the professional culture at CSSA and the willingness to be a serious participant and leader in an environment that values and celebrates scholarship and self-improvement will be a condition of employment at CSSA as well as an element of the evaluation process. The "CSSA Award of Excellence" process will be comprised of career advancement opportunities as well as merit pay rewards. The career advancement levels are Educational Engineer, Peer Coach, and Department Head.

See Addendum R for Professional Development Calendar

Section 3: Operational Capacity

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

3.1. General Operations

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

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The CSSA Board of Directors is ultimately responsible for the school's success as a quality school. Both academic and administrative functions are under its ultimate supervision. The day-to-day operations are entrusted to the Director, who reports directly to the Board of Directors. On the operations' side of the school, the Director supervises the Business Manager. The Business Manager supervises an Operations Administration Coordinator, an Engineer and a Custodian; oversees the external functions conducted by the bookkeeper and payroll firm, and manages all aspects of the physical facility.

As such, the Operational Goals and Metrics reflect the holistic nature of operations and its integration with the academic functions of the school. For CSSA to be effective, there can be no separation between the Academic Operations and the Administrative Operations. They are all accounted for in the School's Operation's Plan.

See Addendum S – Goals and Metrics Table, which delineates the areas of evaluation and the rate at which CSSA intends to meets its goals.

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.

Upon approval from the CPS Board, CSSA will hire the Start-up Team, which consists of the Director, Dean of Students, Business Manager and Operations Administrator. These individuals will work to ensure that the school opens on time. The Board of Directors will initiate the human resources functions to hire instructors and staff. The Dean of Students will begin marketing the school to families in the community. The Business Manager will manage facilities acquisition and the purchase of equipment and technology. The Operations Administrator will order assessment tools, consumable supplies, set up appointments, orientations, database for students and staff, coordinate the in-coming applications and correspondence.

Task	Begin	Complete	Assigned Staff Person
CPS Charter Approval	January, 2014	February, 2014	Board of Directors
Hire Director	February,2014	February, 2014	Board of Directors
Identify Start Up Space Headquarters	February, 2014	February, 2014	Director & Board of Directors
Search and Hire Start Up Team	February, 2014	April, 2014	Director & Board of Directors
Identify the type and number of staff needed based on enrollment projections Identify the national recruitment firm/media outlets to be utilized (e.g., IASA, NAPCS, INCS)	March, 2014	March, 2014	Director Business Manager Board of Directors

Edit job descriptions & write advertisement Submit advertisement to approved recruitment firm(s) and media outlets	March, 2014	January 2015	Director
Sign Lease for School Facility	April, 2014	May, 2014	Business Manager Board of Directors
Review selection criteria and interview questions with Board of Directors for priority hires	May, 2014	May, 2014	Director Board of Directors
Make Modifications and Approve Architectural Drawings for School	May, 2014	June, 2014	Business Manager & Board of Directors
Identify Construction Firm to Build Out the Space	May, 2014	June, 2014	Business Manager & Board of Directors
Obtain Building Permits	May, 2014	June, 2014	Business Manager
Identify Interview Team Members Have Interview Team Members Sign Confidentiality Agreement Evaluate applicants Resumes sent to Interview Team Conduct telephone interviews Conduct day-long interviews	July, 2014	June 2015	Director Business Manager Interview Team
Construction of Facility	July, 2014	May, 2015	Business Manager
Search and Hire Instructional and Support Staff	July, 2014	June, 2015	Director & Board of Directors
Conduct background checks on staff Verify Credentials Check References	August 2014	March 2015	Director
Recruit and Enroll Students	August, 2014	March 27, 2015	Dean of Students

Search and Hire Business Office Contractors	August, 2014	September, 2014	Business Manager
Finalize Curriculum Contract Assessment Agencies	August, 2014	January, 2015	Curriculum & Assessment Coordinator
Set up and Contract with Infrastructure Systems	August, 2014	December, 2014	Business Manager
Order Equipment, Furniture, Supplies	August, 2014	March, 2015	Business Manager
Hold Enrollment Lottery	April 11, 2015	April 11, 2015	Dean of Students
Install Equipment, Furniture and Receive Supplies	February 2015	June, 2015	Business Manager
Finalize staff selection and ensure all human resources hire paperwork has been completely processed	March 2015	March 2015	Director Business Manager
Instructors Tour School Assigned Classrooms, Receive Equipment and Supplies	May, 2015	July, 2015	Business Manager & Curriculum and Assessment Coordinator
Test Equipment	May 2015	July 2015	Business Manager & Curriculum & Assessment Coordinator
Open House	June 2015	June 2015	Dean of Students
Report Enrollment Numbers	July 2015	July 2015	Dean of Students & Business Manager
Orientation	August 1, 2015	August 1, 2015	Director, Dean of Students
Initial Assessment	August 1, 2015	August 1, 2015	Curriculum and Assessment Coordinator
All Staff Professional Development	August 3 – 14, 2015	August 3 – 14 2015	Director, Curriculum & Assessment Coordinator
N.A.S.A Camp	August 17 – 21, 2015	August17 – 21, 2015	Dean of Students & Curriculum & Assessment Coordinator
Preparation for Academic Year, PDII	August 24 – 28, 2015	August 24 – 28, 2015	Director & Curriculum & Assessment Coord.
Family Fun Day	August 29, 2015	August 29, 2015	Dean of Students & Director

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

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- Attach copies of application and registration forms.

CSSA is an Open Enrollment School, which means that all students are welcome to apply for a seat at the school—no child is discouraged from attending. Students with IEPs, disabilities, ELL, and those living in temporary living arrangements are encouraged to apply.

As CSSA is working with parents, community members and neighbors of the Chicago Lawn Community to solicit their support for the proposed school, it is making parents aware of the proposed school as a potential school for their child(ren). Upon approval of the CSSA Charter School, CSSA will begin a media blitz about CSSA's opening. CSSA will contract with Daley Community College for space to hold information sessions to make families aware that the school is opening and for space to hold the Enrollment Lottery. Parents will receive information about the school's mission, vision and educational philosophy, the application process, and a copy of the application. CSSA will participate in the City-wide Charter School Expo. CSSA will reach out to local residents, organizations, faith-based institutions, libraries, community centers, hospitals, homeless shelters, clinics, barber and beauty salons, hardware stores, health food stores, grocery outlets, child care centers, and politicians to distribute flyers. CSSA will distribute flyers door-to-door, attend block club meetings, Park Districts, and other special events. CSSA will utilize social media and share the information by word of mouth. Upon preparation of the facility for use, CSSA will host an Education Fun Fair and an Open House. All documents distributed will make parents aware of services for students with disabilities and IEPs. All documents will be written in both English and Spanish to assure parents of the services available to English Language Learners. Staff at homeless shelters will be made aware of the school's services for its residents.

CSSA Admissions Procedures: In order to apply for admission to CSSA, a parent must complete an application and submit it prior to the application deadline. An application must be submitted for each child for whom the parent would like to secure admission. A paper application may be obtained from the school's Start Up Office, at an Information Session or on-line. Upon completion of the application, the parent must return it by the deadline. Each child will be assigned an application number that will serve as the child's lottery number. Parents will receive a letter confirming that their child's application has been received and the lottery number that was assigned to the child's application, in the event that a lottery is required for admission. The lottery will be held at the school on a pre-determined date. An independent accounting firm shall conduct the lottery. Parents and children will be invited to attend the drawing. The numbers shall be drawn in accordance with the CPS Charter School Lottery procedures. All application numbers will be drawn in order to assign a waiting list number to those students whose number is drawn after the enrollment quota has been reached.

If the application numbers do not exceed the anticipated enrollment numbers, all students will be admitted to the school. They will follow the enrollment process. Families whose child's lottery number was selected and wish to enroll their child(ren) will also follow the enrollment process. The parent will receive a letter of congratulations regarding their child's gaining a seat in the school, and an Enrollment Form. Parents will have 14 days to return the Enrollment Form to enroll their child(ren) in the school. Upon receipt of the Enrollment Form, the child's name will be entered into the database, which will trigger the generation of a letter detailing the Registration Process. All students will receive the following information: the pre-test schedule, orientation date, an electronic copy of the Student Handbook,

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Discipline Code, Promotion and Graduation Requirements, information about the N.A.S.A. Camp, Family Fun Day, uniform vendor's information, the Family's Personal Intranet ID # and temporary password, fee schedule, Free Lunch Application, Transportation Application, Special Needs Application, Parent Network Application, the academic calendar and procedures the first day of school. Applications and forms should be completed within 14 days. Upon receipt of the completed documents, the student will receive a packet of information to bring to the orientation.

Families who have completed the enrollment process and wish to withdraw their child(ren) from CSSA will be given a Withdrawal Request Form to complete and submit. This will allow the student's seat to be given to the next student on the waiting list. Upon receipt of the completed form, the student will be given the required documents to withdraw from the school. CSSA will be open to all Chicago residents; it will not request boundaries. CSSA's Design Team and Board of Directors have and will sign the Assurance Form that assures that the CPS Charter School Lottery Process will be followed exactly as written. The accounting firm will ensure that the guidelines are adhered to.

Addendum T – CSSA Application & Registration Form

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.)

CSSA will provide transportation to and from the school for all students that the District requires that they receive transportation. This includes students who fall into the following categories: low-income, at risk, homeless, IEP, disabled, and special needs. Door-to-door transportation will be provided when required based on the assessment of the IEP Team.

See Addendum U - Transportation

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.)

CSSA will comply will the ADA Standards set for Americans with Disabilities for access to the school. CSSA is currently seeking a site.

ADA Compliance Table

ADA Compliance Activity	Staff Member Responsible
Employment Practices, including addressing accommodations in hiring and employment	Business manager
Policies, Practices & Procedures, including making reasonable modifications if necessary to accommodate persons with disabilities	Business manager
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	Business manager

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	Business manager

See Addendum V – ADA Compliance

3.2 School Governance

    a. **Governance Structure**: (i) Describe the structure of the governing Board at the proposed school. (If an existing Chicago replicator, describe how the structure of the Board will adapt to support the additional grade configurations or the new school/campus.) Identify any proposed Board committees or advisory councils and explain their role, planned membership, and reporting structure as they relate to the governing Board and school leadership. (ii) Clearly articulate the procedures that the Board will utilize to continually monitor academic, financial, and operational aspects of the school. (iii) How will the Board evaluate the performance of the school leader. (iv) Specify where and how frequently the Board plans to meet.23

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

The CSSA will be governed by a Board of Directors comprised of eleven individuals with connections in the following areas: three educators, two community members, one parent, and two business/financial specialists, one technology specialist, one fine arts specialist, and one CSSA instructor. The Board will elect a President, a Vice-President, a Secretary, a Treasurer, and a Sargent-at-Arms.

The role of the Board of Directors is distinct from the day-to-day operations of the School. CSSA's Board will serve in the following governing capacities:

Policy-making: The Board's By-Laws clearly articulate its relationship to CSSA. The Board develops and enforces policies related to the budget, banking, and contracting. It oversees the Director in the implementation of the policies.

Decision making: Based on the School's vision, mission and educational philosophy, the Board makes decisions regarding the academic and operational aspects of the school.

Oversight: The Board will oversee management and provides direction for the school based on the mission and vision of the school. It will oversee the implementation strategies and assists in the development of long range assessment tools for the school. It does not manage the day-to-day operations of the school. It provides oversight in the following areas:

    ➤ Academic Performance – The Board will evaluate the school's outcomes and growth utilizing rigorous assessments that demonstrate student proficiency and mastery. The School's academic goals are specific, based on the standards that articulate meaningful attributes of student success; measurable, utilizing assessments that measure clearly outlined benchmarks; achievable, based on the Individual Learning Plan for each student; relevant, based on the STEM and Arts' focus of the school; and time-bound, based on regular assessments. The Educational Advisory Committee will closely monitor academic performance.

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> ➤ Fiscal Management – The Board will provide sound fiscal governance through the evaluation of monthly, quarterly, and annual reports and the evaluation of an annual external audit. The Finance Committee will closely monitor fiscal matters.

> ➤ Operations and Legal Compliance – The Board will evaluate and ensure that the school is in compliance with all applicable laws, such as admissions, teacher licensing, special education requirements and adherence to charter requirements.

Approving: The Board will approve the annual staffing, budget plans and expenditures presented by the Director.

Community Engagement: Build community relationships that support the needs of students, parents and the community; and represent the school in public forums.

The Board will establish the following standing committees:

- Educational Advisory – This Committee will evaluate the academic performance of CSSA, stay abreast of best practices and make recommendations based on its findings.
- Community Engagement – This Committee will develop local, national and international partnerships and work with community organizations, families and facilities to support CSSA.
- Finance – This Committee will monitor the financial solvency of CSSA and make recommendations based on its findings.
- Fund Raising – This Committee will seek external funding opportunities and write grants for CSSA.

The Committees monitor the progress of the school in fulfilling its Charter Agreement. They report their findings at each Board meeting and make recommendations regarding next steps in advancing the School's Mission and Vision.

Board's Procedure For Monitoring School Performance

The Board meets monthly. At each meeting the minutes of the last meeting are read and approved with the necessary corrections. The minutes serve as a record of the Board's concerns, discussions, recommendations, and management of the school.

The Business Manager presents the Monthly, Quarterly and Annual Financial Reports of all financial operations. The reports are prepared in conjunction with the accounting firm. The Board reviews, analyzes, and questions the report. The report is approved once there are no questions regarding any aspect of the report. The quarterly and annual reports are sent to Board members one week prior to the meeting in order for members to review the report and be ready to address any concerns they may have with it. Reports allow the Board to examine the fiscal integrity of the school and to make changes with regard to procedures, vendors or personnel.

The Dean of Students makes a report regarding the School's Culture and issues that may have come up regarding students and parents. Board members sign a confidentiality agreement to ensure the confidentiality all CSSA families.

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The Director makes the Director's Report, which includes the school's standing compared to the goals and metrics for academic performance, assessments, operations, professional development, staffing, community engagement, school-wide events, etc. The Director will provide an overview of all school operations.

Parents and community members have an opportunity to address the Board.

The Board will be given a list of action items that are to be addressed and reported on at the next meeting. Timelines for the completion of specific matters will be determined.

Evaluation Of School Leader:

Quarterly and at the end of each fiscal year, the Director's performance will be evaluated on the Director's outstanding performance in the following critical areas. His or her ability to:

- Serve as the Instructional Leader and provides administrative direction for CSSA.
- Establish a culture of academic excellence in an environment where teaching and learning are the principle objectives.
- Establish an atmosphere in which every stakeholder of the school considers it his/her responsibility to inculcate all aspects of the CSSA Mission and Vision into their thoughts, words and deeds.
- Navigate the school's educational philosophy and be the driving force behind establishing rigorous curricula, regular assessments, commendable values, and civil behavior for all.
- Manage the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school.
- Model life-long learning as a way of life that excludes no one.
- Ensure that the entire student body at CSSA makes daily, weekly, monthly and annual gains to fulfill its obligation to educate the next generation of scholars and leaders.
- Responsibly oversee the scheduling, curriculum development, extracurricular activities, assessments, personnel management, emergency procedures, operations' administration and facility's management.
- Monitor instructional staff, oversee non-academic staff, and collaborate with CSSA's partners to ensure every instructor has the necessary technology and instructional tools he/she needs to advance learning for every student.
- Collaborate and motivate instructional and non-academic staff, parents, students and the Board of Directors to excel and set personal and professional short-term and long-term goals and to monitor their advancement toward achieving those lofty personal and collective goals.

The School's Director reports directly to the Board. The Director maintains contact with the Board and keeps the Board abreast of matters that require the Board's attention. The Director provides academic progress, financial solvency and parent/community engagement up-dates to the Board at its monthly meetings. The Board will quarterly and annually evaluate the Director and make recommendations regarding the Director's employment contract. The Board expects that the Director will excel in every category.

Addendum W - Board Meeting Calendar

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Addendum X – CSSA's By-Laws
Addendum Y – Statement of 501c3 Application Status

b. Organizational Chart:

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

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

CSSA's organizational structure reflects an organizational model that allows the Director of the School to oversee the academic and operational units of the school, while empowering each lead administrator to engage those who are their direct reports in productive problem solving, strategic planning, and the pursuit of excellence in each activity. This structure allows lead administrators to fulfill the School's mission, vision and goals and objectives. At the top of the chart is the CPS Office of New Schools, which serves as a constant reminder of the agency to whom the school has a contractual agreement and fiduciary responsibility. The CSSA Board of Directors reports directly to the ONS. The CSSA Director reports directly to the CSSA Board of Directors. This is the entity to which the Director is held accountable for all aspects of the school's functions and activities. The Board monitors and oversees the school through verbal and written reports from the Director and the leadership team at the monthly meetings and directly through reports generated by independent agencies, audits, and the evaluation of data by the various Board of Director's Committees. All Board meetings are records and minutes distributed to members and those in attendance. There is an open meeting policy.

The Leadership Team is comprised of the Dean of Students, Curriculum and Assessment Coordinator, Instructors, and Business Manager. They report directly to the Director; providing the Director with academic and operations oversight in all divisions. The Dean of Students oversees students, the Social Worker and Parent Network President. This structure allows the Dean of Students to remain in touch with the pulse of what is happening academically and socially with the students, their families and the school. By funneling all student, family and social issues through the Dean, holistic and comprehensive interventions can be put in place to retain the positive school structure. The Dean is aware of trends and social situations that have the capacity to undermine student achievement. The Curriculum and Assessment Coordinator has the Professional Development Specialists and Instructor's Assistants reporting to that office. This ensures that the PD will address the needs of the Instructors as they work to advance student learning. The Instructors report directly to the Director. This allows the Director to make observations and connect instructional staff with the appropriate academic or administrative support he/she needs to be successful. The Instructor's Assistants are instructional support staff who report directly to the Instructors to ensure that every child receives the support he/she needs to master the material being taught. The Curriculum and Assessment Coordinator oversees all Instructor's Assistants as a whole. The Business Manager has the Operations Administrator, Security, the Engineer and the Custodial staff reporting directly to that office. All non-academic offices report to this staffer, who ensures that all administrative, financial, and physical plant matters are received, evaluated and handled expeditiously in an exceptional manner.

   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.

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Hardy Sykes will serve as the President of the Board of Directors. Sykes has an academic background in physics and electrical engineering. He served as the head of the information technology unit at CPS for a number of years and worked in the office of the Chief Executive Officer for CPS for a number of years. He sat on a number of review committees that evaluated applications for charter schools. He is currently working in the private sector designing technology systems for educational institutions.

Ghingo Brooks will serve as the Vice President of the Board of Directors. Brooks is the President Emeritus of Malcolm X College. He worked for over twenty years supporting the educational advancement of Black and Latino students, many of whom came to the institution from CPS schools with academic deficits. The Chicago City Colleges became an extension of the Chicago Public Schools in preparing students for bachelor's degrees and careers.

Cynthia Armster will serve as the Treasurer. She is currently the Chief of Staff to the Provost/Chief Academic Officer and former Associate Vice Chancellor for Student Affairs for the Chicago City Colleges.

Addendum Z – Resumes for Officers of the Board

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.

The CSSA will be governed by a Board of Directors comprised of eleven individuals with connections in the following areas: three educators, two community members, one parent, and two business/financial specialists, one technology specialist, one fine arts specialist, and one CSSA instructor. The Board will elect a President, a Vice-President, a Secretary, a Treasurer, and a Sargent-at-Arms.

Board Development – Composition/Key Skill Sets

Board members will undergo professional development training that will support their ability to function at a high level and drive the school's accomplishments through intelligent oversight and critical assessment of all policies, procedures and outcomes. CSSA's Board of Directors will seek to identify individuals with the following characteristics, skill sets, and connections to support the school in achieving its Mission and Vision and its short- and long-term goals:

> Financial – both accounting and big picture financial management skills
> Real estate – facility identification, negotiation, financing and property management
> Fundraising – cultivating individual donors, building a donor base

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Public relations/marketing – establishing the School's Brand to assist in friend raising, fundraising and community engagement
Human resources – personnel policies, salaries, benefits
Legal expertise – general law as opposed to educational law
Education – especially accountability, assessment, systems, administration, and STEM, the Fine Arts and higher education
Previous governance experience (non profit or corporate)

Board members must:
Be passionate about and committed to the CSSA Mission
Have time to commit to the endeavor
Be able to bring a concrete skill to the board
Be willing/able to serve as a advocate/consultant
Be able to understand the distinctions between governance and management
Possess people skills that positively impact a start-up situation
Be willing and able to ask tough questions

CSSA is currently contacting individuals who have expertise in the above cited areas to work on the Board. Each member of the Design Team will help in the recruitment of individuals who are passionate about education.

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.

CSSA will review all transactions, contracts and agreements for potential conflicts of interest. Board members will have to sign a statement affirming that there is no conflict of interest regarding each transaction, contract or agreement. If a member of the Board or CSSA employee or a member of the immediate family of a Board member or CSSA employee have a direct or indirect interest in a transaction or a corporation for which CSSA is seeking to establish a contractual arrangement that will be financially or operationally advantageous to the entity, the Board member or employee must resign or withdraw the transaction.

Kiara Price is a member of the Design Team. She designed the Character Education Curriculum. When the school opens, she will lead the Character Education Program at CSSA. To address the potential for a conflict of interest, she will not transition to the Board of Directors when the school opens.

Addendum AA – Code of Ethics

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.

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Design Team members were the first individuals considered for participation in the Board of Directors. The decision was made to expand the search of members of the Board of Directors to ensure that each had the time and expertise to ensure that CSSA would open and continue as a quality school. Approximately, one-half of the members of the Design Team will transition to the permanent Board of Directors. Their skills are essential for the Board's successful oversight of the school. To facilitate a smooth transition from the Design Team's oversight of school developments to the Board's rule, beginning in March of 2014 (prior to the school's opening), the Design Team and Board of Directors will hold monthly meetings that will serve three purposes: a) to bring the Board up-to-date on developments in contracting to open the charter school; b) to provide professional development on the unique aspects of the school; and c) professional development on how to evaluate the academic performance, assessments, and outcomes of the school; how to read and interpret the financial data provided; how to evaluate leadership; how to engage the community; how to receive and evaluate complaints, and how to monitor interventions and evaluate their outcomes; and when to seek external expertise . There will be a total of four joint meetings prior to the Design Team turning over all oversight responsibilities to the Board. Beginning with the July meeting, the Board will have full oversight of CSSA. At the July meeting, the professional development for Board members will review past PD and respond to questions. The August meeting will be the first meeting of the academic year.

In the first two years of the school, each quarter, an additional hour will be added to the end of the Board meeting. This hour will facilitated by an external facilitator who will lead the Board in self-reflection of its activities for the past 90 days. The Board will review its agenda items, action items and outcomes, along with the academic and administrative status of the school. Based on this reflection, the Board will issue resolutions to improve its outcomes and effectiveness. Beginning in year three, the self-reflective sessions will be held twice a year.

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 it deems as necessary (if the assumptions are clearly detailed in the budget workbook, there is no need to repeat them here).

The CSSA Budget reflects the allocations for salaries, supplies, equipment, and vendors who will provide support services to the school. The salaries and vendor payments are in line with local standards. Because CSSA will have an extended day and extended school year, there are provisions for staff who will manage the programs and services provided during the afternoon and evening. The budget reflects the need to fund RtI initiatives, regular assessments, character education and community engagement initiatives. Building a culture of academic excellence and leadership requires the implementation of programs and procedures that are best practices in achieving the desired results. The Leadership by Design Curriculum, the Problem Based Learning Modules, the Capstone Projects, field trips, the CSSA

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Intranet, the Dibels, Discovery and EXPLORE Formative and Summative Assessments, Embedded Professional Development, the Parent Network and Community Engagement Initiatives will be supported by the budget.   An aggressive Development Plan will be initiated to identify and apply for outside funding to support school initiatives.

#	Line Item	Amount	Explanation
1	Director	100,000	The Director is CSSA's Educational and Administrative Leader. The Director reports to the Board of Directors and oversees a management team that includes the Dean of Students, Curriculum and Assessment Coordinator and the Business Manager. The Director also oversees all instructional staff. The Director has a fiduciary responsibility to all of the stakeholders to ensure that the school is academically and fiscally sound. The Director reports on the state of the school at every Board meeting, providing financial reports, administrative status updates, enrollment trends, and academic achievement data. The Director meets with staff on a regular basis to remain in contact with the pulse of what is going on at the school, reporting any issues or challenges to the Board. The Director is a problem solver and an effective communicator, who interfaces with all stakeholders to embed the mission and vision of CSSA into their thoughts, words and actions.
1	Dean of Students	75,000	The Dean is the liaison between the parents and community and the school. When families are experiencing difficulties, the Dean works with the family to solve their problem. The Dean works with children who require additional support to be successful in the school. Occasionally, a disciplinarian, the Dean interfaces with all instructors to develop strategies ensuring that students are on task. As the major cheerleader for the school, the Dean organizes school appreciation days and helps with the establishment of a culture of academic excellence at the school. The Dean ensures that everyone is embracing the school's motto and encourages volunteerism by parents and community members.
1	Curriculum and Assessment Coordinator	65,000	The Curriculum and Assessment Coordinator works with teaching staff to support the improvement of teaching and learning outcomes for students. The CAC coordinates with the Director and the Dean of Students, the development of professional development opportunities for staff. The CAC oversees the job embedded professional development program, schedules all assessments for the students, helps instructors analyze the individual results and helps instructors to utilize the assessments to drive the development of lesson plans, and to utilize differentiated instruction. The CAC's role is to impact the school's overall performance. The CAC plans professional development based on the needs of the instructional staff. The CAC oversees all Teacher's Aides assigning them where the greatest need is.

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15 2	Instructors	50,000 35,000	Instructors teach one subject to students to ensure that the students have the best, most qualified instructor guiding their accomplishments. Instructors teach either grades K-2 or 3-5 or 6-8. Teaching one subject allows the instructor to push the students towards master utilizing technology, Problem Based Learning, and the arts to help students develop academically. The instructors' participation in a job embedded professional development program gives them a real sense of their role as educational engineers, who solve problems in educating underserved students in an urban environment. The instructors who teach either science, math, English, History, Engineering/Technology, world languages, art or character education receive the higher salary. Fitness and the librarian instructors earn the lesser rate of pay.
3	Professional Development Consultants	40,000	The international Singapore Curriculum requires constant reinforcement to ensure that instructors are utilizing the educational system to enhance student outcomes. These consultants are on campus throughout the day and conduct monthly workshops to support teachers in achieving their goals. They work with instructors individually and in subject and grade level groups to strengthen their ability to be the best instructors possible. They also recommend conferences for staff to promote the vision and mission of the school.
2	SPED Instructor	80,000	The Special Education instructors work individually with students and their families who have had a child placed in the special education program. Students are mixed in the general population to encourage students to create a successful future. These teachers utilize technology and manipulatives to support learning in their students.
4	Teacher Aides	27,000	Teacher's Aides are assigned to instructors who have children in the class who require additional support. They provide one-on-one or small group interfacing with the lessons to support the child's movement to a level of mastery. They support the primary teachers in class; lowering the adult to student ratio to 1 to 10
2	SPED TA	27,000	Supporting the Special Ed instructors in carrying out the mandates in the students' IEPs, these aides function as learning coaches for the students,

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1	Business Manager	75,000	The Business Manager is responsible for all non-academic aspects and the administrative aspects that require interfacing with academic staff. The Business Manager oversees all administrative functions in the school, from ordering paperclips to the installation of technology services. The Business manager ensures that assessment examinations are ordered, scored and the results given to the CAC. The duties are divided between financial administration and the maintenance of the physical plant. The duties are varied and some will be contracted out to larger payroll firms in order for the Business Manager to focus on the Business of education. The Business Manager oversees the custodian, engineer, security, and the Operations Administrator the school. The Business Manager must multi-task to ensure that the administrative controls in the school are in place and functioning on a very high level.
1	Operations Administrator	40,000	The Operations Administrator ensures that everything on the front end is run in a professional and superior manner that exemplifies excellence in business. All orders are submitted through this position. A stickler for systems thinking and connecting to resources that enhance school operations, are the driving force behind the excellent reputation of CSSA. This position reports to the Business Manager.
1 1	Engineer Custodian	45,000 30,000	The Engineer oversees the custodian. Their role is to maintain the facility and grounds of CSSA, set up rooms for meetings, and ensure that the infrastructure of the school is in excellent working condition. The Engineer submits a daily report regarding the state of the facility and its grounds. Matters that threaten the safety of stakeholders and the public are handled expeditiously. They report to the Business Manager.
1	Counselor/ Social Worker	40,000	The Counselor/Social Worker support students and families in crisis, making referrals to outside agencies when the need arises. The counselor is a liaison between the school and social services agencies in the community. This staff person will conduct character education workshops for teachers, parents and the Board of Directors.
1	Security	22,000	The Security Officer ensures that all security systems are in place and operational; reporting breeches of the system to the Business Manager. The major role is to ensure the safety of the children and staff. The Security Officer submits daily reports to the Business Manager.
1	Bookkeeper	20,000	The bookkeeper is a consultant who manages the financial records of the school and reports them to the Business Manager weekly, monthly, quarterly and annually. These reports are given to the Director to report to the Board.
1	Payroll Specialist	35,000	The Payroll Specialist is a contracted individual who handles all payroll matters for CSSA

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

CSSA will write grants to fund its operations.   CSSA will submit applications to the following entities:

U. S. Department of Education
Walden Family Foundation
Partners for Developing Futures
Next Generation Learning Challenge
National Science Foundation
Chicago Community Trust
Carnegie Foundation
Gates Foundation
Individual Fund Raising

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.

The CSSA will implement Internal Financial Controls designed to ensure the fiscal integrity of the school. The CSSA Governing Board and the Director will oversee all financial processes. The Director will manage the Business Manager who will manage the day-to-day financial functions, prepare all reports and schedule the annual audit. CSSA will use the "Generally Accepted Accounting Principles" (GAAP) to govern the ways in which all financial processes are managed and reported to ensure that fiscally sound practices are utilized at all levels within the school. Transparency in all fiscal transactions in the receipt and dispersal of funds will be paramount. The immediate recording of all transactions is a must. Two out of three signatures will be required for the approval of expenditures. There will be: regularity in the enforcing of rules and laws and monitoring conformity to them to ensure accountability; consistency and coherence in the ways in which transactions are entered into the financial statements and reported; honesty in the managing of financial matters and full details and full disclosure provided in the reporting of financial transactions; multi-level approvals required for all expenditures, monthly, quarterly and annual accounting and reporting periods to ensure financial targets are in line with projections, and the hiring of an independent accounting firm to set up the accounting system, approve the financial policies and procedures manual and to review the books quarterly and conduct an annual audit. CSSA will establish the following processes to ensure financial accountability.

Accounts Receivable Processes: The Business Manager, based on grants and budget allocations for which confirmations have been received, will create a log of anticipated funds. As these funds are received, they will be logged into the Accounts Receivable Log. A copy will be made of the check, a letter prepared for the funder, and deposit slips prepared. Funds must be deposited into the CSSA

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business account within 48 hours of receipt of the funds. The deposit slip will be copied and placed in the ledger. The original deposit slip attached to the Accounts Receivable Log.

Cash Receipts: CSSA will charge fees for various activities and services. All donations and funds will be received and logged in at the school by the Operations Administrator. A receipt will be immediately given to the individual giving the money; a copy of the receipt will be given to the Business Manager and another copy kept on file at the school. To receive cash, the signature of both the Operations Administrator and the Business Manager must be on the receipt. Copies will be made of all checks/money orders before they are prepared to be deposited into the bank. All revenue will be stored in a secure cabinet until the time of deposit. A copy of the check and the "cash receipts log" will be given to the Business Manager at the end of each day. The Business Manager will record all revenue into the appropriate line item in the accounting system. All revenue must be deposited into the bank within 48 hours of receipt. The Operations Administrator will write all deposit slips. All deposit slips will be copied and maintained in the "Cash Receipts Log". The deposit slip and the money will be given to the Business Manager who will make the actual deposit. Once deposited, the deposit slip receipt will be copied in triplicate and copies placed in the Cash Receipts Log, the Director's financial report log and the Board's financial report log. The original deposit slip will be attached to the deposit receipt copy. The Business Operations will record these transactions into the accounting system. The Operations Administrator will reconcile the "Cash Receipts Log" with the deposit slip brought in by the Business Manager to ensure that all amounts deposited match the manual log of checks.

Accounts Payable: All expenditures for the school will be kept in an Expenditures Log. Reoccurring expenses such as leasing fees, utilities, payroll, etc. shall be accounted for under specific line items in the budget. Non-reoccurring expenditures such as reimbursements to instructors will be accounted for in the budget under approved miscellaneous categories.

Invoices: As expenditures com in by mail or from the payee, the Operations Administrator will log in all invoices and give them to the Business Manager for review. The Business Manager will verify that the invoice is a budgeted expense based on the last approved budget and prepare a "Check Disbursement Requisition;" indicating the line item in the budget and the amount remaining in that line item verifying that the funds are available to pay the invoice. Upon completion of this form, the invoice is attached to this request and presented to the Director for signature. Program expenditures, as well as reimbursements to staff, follow the same procedure. The Business Manager prepares a "Check Requisition Form" that has all of the supporting documentation attached to it. The Business Manager and the Director will sign all approved accounts payables. The deadline for Check Requisitions will be Tuesdays at 5:00 p.m. The Business Manager will code the transactions and enter them into the accounting system. The Co-chairs of the Board and the Treasurer of the Board or any other authorized signer (Board Member) review the Check Requisition and sign the checks issued with dual signatures. Once signed checks are available, the Business Manager proceeds to attach a copy of the check to the "Check Request Form" and stamp the invoice "PAID" and returned to the Operations Administrator for filling. The signed checks are given to the Operations Administrator for distribution. A "Check Distribution Log" will be maintained indicated the date on which the check was mailed or picked up by the payee. All expenditures must be approved before they are incurred. In the case that an un-budget expenditure presents itself, the expenditure and the rationale for it must be submitted to the Board at the monthly meeting for approval. Proof that there is money in the budget to cover the expense must be substantiated. The Board has the right and fiduciary responsibility to reject any expenditure that is not budgeted. No one has the authority to obligate CSSA

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without the Board's approval under any circumstances. Entering into agreements with third parties without prior Board written approval will be dealt with harshly.

Payroll: CSSA will maintain a biweekly payroll schedule (26 pay periods per year). Paid staff members record their time on an electronic time reporting system. Within 24 hours of the day after the pay period ends, the Business Manager will review time sheets and calculate regular, holiday, vacation" or sick time to pay employees and submit time reports to the Director, who will review the time reports and approve them. Discrepancies in time reported must be corrected within 48 hours. Once approved by the Director, the Business Manager will enter payroll information into the Payroll Software System and electronically transmit payroll information to the payroll company. The Business Manager generates a report for accrued vacation and sick time for all employees for that pay period. The Business Manager will analyze the payroll reports and record the expenditures into the ARAIZE Accounting Systems keeping track of payroll allocations for salaries based on the most recently approved budget. The Business Manager is responsible for producing Payroll Journals.

Monitoring and Reporting: The Business Manager will maintain up-to-date books of account. All accounting data must be entered into the non-profit accounting software (ARAIZE) on a daily basis. All of the accounting records, as well as all supporting documentation, will be strategically organized using GAAP and maintained under lock and key at the school. All records will be available at any time for the review by the Director, Board or internal and external audits. Cash flow is forecasted annually during the annual budgeting process. Prior fiscal year data will be used to evaluate monthly inflows and outflows of cash. The Business Manager will evaluate and monitor the cash flow on a daily basis based on weekly cash needs for payroll and payments to vendors for goods and services received. The Board of Directors will review, at each meeting, the overall financial status and cash position of CSSA and will provide general oversight of the cash flow. The Board of Directors will secure a line of credit in the amount of $100,000.00 with a Bank for purposes of alleviating cash flow difficulties. Each month, the bank statements must be reconciled. As bank statements are received in the office, the Operations Administrator logs them in and makes a copy of the statement and gives the original to the Business Manager. The copy is filed with banking statements. The Business Manager reconciles the cash balance at the bank and prepares a Bank Reconciliation Statement. Both the Business Manager and the Board Treasurer sign the bank reconciliation document. It becomes a part of the monthly report submitted to the Board. Each week reports (balance sheets, checks issued, etc.) will be prepared and analyzed by the Business Manager to ensure compliance with fiscal projections. Any misalignments between the year-to-date actual expenditures and the budgeted data will be reported immediately to the Director, who will inform the Board Co-Chairs and the Board Treasurer. A thorough analysis of the discrepancy will be conducted to initiate corrective measures to safeguard CSSA's fiscal integrity. Detailed financial reports (statement of income and expenses, balance sheets, budget comparison reports, bank reconciliation statements) will be submitted to the Board for review each month. Quarterly, the accounting firm will review the books and annually conduct an audit of all CSSA financial processes and books. All of these reports will be submitted to the Director. Monthly, quarterly and annual reports and audits will be submitted to the Board.

Annual Financial Audit: CSSA will have its financial records audited on an annual basis by a reputable accounting firm. A pre-audit meeting will be scheduled with the Director, the Board's Co-Chairs, the Business Manager, and the contracted Accountant in June-July of every year. At this meeting, responsibilities are clarified and any changes regarding CSSA's finances or practices will be discussed. At the time of the audit, the Board's Co-Chairs and the Board Treasurer will approve write-offs of any

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un-collectible receivables and accounts payables. At the conclusion of the Audit, a meeting is scheduled with the auditing firm's representative, the Director, the Co-Chairs and Treasurer of the Board, the Business Manager, and the contracted Accountant, to discuss the audit results. The Audit will be presented to the Board of Directors for review. A printed audit report will be mailed to Board members who were not at the meeting, the CPS Office of New Schools, the CPS Board of Education and other funding organizations once the Board of Directors has reviewed the audit report.

Addendum BB – Financial Reports
Addendum CC – Financial Policies

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.

CSSA is in conversations with the management company for Ford City Mall. They must wait until their next scheduled meeting to discuss the matter.

The Design Team has identified an adequate facility. CSSA will submit the necessary documents to acquire the property and funding for renovation. Once the property has been approved, the architect and contractor will obtain the necessary permits for renovation. Renovations will begin as soon as the permits have been issued.

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.

In the first year, CSSA will require 13 Multi-media classrooms with Promethean Boards, two science labs, a technology lab, an engineering lab, a mathematics lab, a multi-media center (library), a performing arts center, a visual arts studio, a photography studio, lunchroom, auditorium, physical fitness lab, administrative offices, a time out room, teachers' resource center, a parents' resource center, a security office, custodian's room and storage. CSSA will need to add two classrooms each year thereafter. At full capacity, CSSA will require 19 classrooms plus auxiliary spaces.

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;

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The property located at Ford City Mall is a one story building that was originally built as a retail outlet. It is currently vacant and for sale or rent. The Architect's Report, the ADA Compliance Report is not included in this proposal. The property will have to undergo rehabilitation to transform it into a school. CSSA will ensure that the building is ADA compliant. A Memorandum of Understand to lease the property is not included. Upon approval of the charter agreement, CSSA will sign a contract with the property owner. CSSA will seek IFF funding to cover the cost of rehabilitation.

Addendum CC – Inspecting Architect's Report, ADA Compliance Report and Rehabilitation Plan. – These will be completed when a property has been located.

Addendum DD – Assurance Statements Signed by Design Team and Board of Directors

Addendum BB

Financial Reports

- Statement of income and expenses
- Balance sheets
- Budget comparison reports
- Bank reconciliation statements
- Monthly, Quarterly and Annual Profit and Loss Statement
- Monthly Payroll Transactions Report
- Monthly Cash Flow Report
- Monthly Cash Receipts Report
- Monthly Accounts Receivable Report
- Monthly Accounts Payable Report
- Check Requisition Form Report
- Check Request Form Report
- Check Distribution Form Report
- Annual Audit Request Report

Addendum CC

Inspection Architects Report
ADA Compliance Report
Rehabilitation Plan

These documents will be completed when a property has been obtained.

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Optional Additional Information

Design Teams should highlight any additional information that was not otherwise requested in relevant sections of the Call for Quality Schools, but will enhance the evaluation team's understanding of the proposed school.

The Design Team for CSSA is an informed, educated, committed group of educators who have made tremendous inroads in the academic lives of countless students in the city of Chicago. I share the following success stories with you:

The Najieb twins had been labeled "special ed" all of their lives. They came to us in 9th grade and by the time they graduated from high school, they had scores of 19 and 21 on the ACT. They are both majoring in biology at a major state university in Illinois. Their GPAs are 3.0 and 3.4. They are looking forward to going to graduate school. They want to be physical therapists.

Semaj Johnson came to us with low self-esteem, because he is obese. He was a "C" "D" student when he arrived. He not only went on to attend UIC, but he graduated with a degree in engineering and now runs robotics training programs for inner city youth.

Chioma Chiamaka came to us in 5th grade with an IEP. By the time she was in 7th grade, she was scoring in the 85% on standardized tests. She graduated from 8th grade and was recruited to attend an elite boarding school on the east coast. She attends Whitney Young High School.

The Anthony Family has 10 children; the youngest 5 were participants at UIC. Four of them went to college. Three have graduated, one is a scholar at Penn State and the other will graduate in December. One son died suddenly, but he was well on his way to going to college to study music. We will name the Music Room at CSSA in honor of him.

The Ohiku Family has three sons, two of them have graduated from college, and one is working on a master's degree. The third is a student at UIUC.

The Angeles Family has two daughters. One graduated from UIC and the other from the University of Chicago.

Symone Young and her sister are the daughters of a drug abusing mother, who gave up her parental rights. Both girls have graduated from college and are working on advanced degrees.

Paul Callejas is a student at UIC and he is doing very well.

Chris Garcia is a student at UIC.

The students that we work with finish elementary school. They finish high school and they go to college and graduate.

We would like to have the opportunity to work with students in a school and we know that we would have a powerful impact on their lives.

Endnotes

1. The National Academy of Sciences commissioned a study entitled, "Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematic." The study examined the state of STEM education in the United States. The publication *The Need to Improve STEM Learning* asserts the following. "Science, mathematics, technology and engineering are cultural achievements that reflect people's humanity, power, the economy, and constitute fundamental aspects of our lives as citizens, workers, consumers, and parents. As a previous NRC committee found, (Note that the workshop agenda is available at http://www7.nationalacademies.org/bose/STEM_SchoolsWorkshop _Agenda.pdf.)

   The primary driver of the future economy and concomitant creation of jobs will be innovation, largely derived from advances in science and engineering. . . . 4 percent of the nation's workforce is composed of scientists and engineers; this group disproportionately creates jobs for the other 96 percent. An increasing number of jobs at all levels—not just for professional scientists—require knowledge of STEM. (See Lacey, T.A., and Wright, B. (2009). Occupational employment projections to 2018. Monthly Labor Review, 132(11), 82-123. Available at: http://www.bls.gov/opub/mlr/2009/11/art5full.pdf.)

   In addition, individual and societal decisions increasingly require some understanding of STEM, from comprehending medical diagnoses to evaluating competing claims about the environment to managing daily activities with a wide variety of computer-based applications. Several reports have linked K-12 STEM education to continued scientific leadership and economic growth in the United States. (See National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. (2007). "Rising above the gathering storm: Energizing and employing America for a brighter economic future." Washington, DC: The National Academies Press. President's Council of Advisors on Science and Technology. (2010). "Prepare and inspire: K-12 education in science, technology, engineering, and math (STEM) for America's future." Washington, DC: Author. Available at: http://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stem-ed-final.pdf.)

   At the same time, there are many reasons to be concerned about the state of STEM learning in the United States in the face of research that suggests that many students are not prepared for the demands of today's economy and the economy of the future. For example, as measured by the National Assessment of Educational Progress, roughly 75 percent of U.S. 8th graders are not proficient in mathematics when they complete 8th grade. (See Schmidt, W.H. (2011). STEM reform: Which way to go? Paper presented at the National Research Council Workshop on Successful STEM Education in K-12 Schools. Available at: http://www7.nationalacademies.org/bose/STEM_Schools_Workshop_Paper_Schmidt.pdf.)

   Moreover, there are significant gaps in achievement between student population groups: the black/white, Hispanic/white, and high-poverty/low-poverty gaps are often close to 1 standard deviation in size.(See Hill, C.J., Bloom, H.S., Black, A.R., and Lipsey, M.W. (2008). Empirical

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benchmarks for interpreting effect sizes in research. Child Development Perspectives, 2(3), 172-177.Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg,D., and Brenwald, S. (2008). Highlights from TIMSS 2007: Mathematics and science achievement of US fourth and eighth-grade students in an international context. (NCES 2009-001 Revised). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.) A gap of this size means that the average student in the underserved groups of black, Hispanic, or low-income students performs roughly at the 20th percentile rather than the 50th percentile. U.S. students also lag behind the highest performing nations on international assessments: for example, only 10 percent of U.S. 8th graders met the Trends in International Mathematics and Science Study advanced international benchmark in science, compared with 32 percent in Singapore and 25 percent in China.(See Gonzales et al. (2008). In math, 50% of Singapore students were scoring at advanced levels. Employers in many industries lament that job applicants lack the needed math and science skills.

2. Burnaford, Gail Ph.D. *Arts Integration Framework, Research and Practice* (2007) provides an annotated bibliography of Arts programs that purport to be Arts Integrated. Although some of the programs did not fit the description of Arts Integration, her findings conclude that Arts Integration Programs have a positive effect on the students in cognitive and non-cognitive ways, their parents and the teachers. She was able to provide quantitative and anecdotal evidence regarding the impact.
3. CSSA will use grant funding to support the extended day.
4. CSSA has identified a source that will pay for round trip airline tickets for the Educators Exchange Program with Singapore's Ministry of Education.
5. Box, Candace, Vaughn, Sharon. *Strategies for Teaching Students with Learning and Behavioral Problems*, 5th Edition. Boston: Allyn & Beacon: A Pearson Education Co., 2002.
6. Willson Wyner, J.S., Bridgeland, J.M., and Diiulio, J.J. (2007). The achievement trap: How America is failing millions of high-achieving students from lower income families.A report by the Jack Kent Cooke Foundation and Civic Enterprises. Available at: http://www.jkcf.org/assets/files/0000/0084/Achievement_Trap.pdf.
7. Plucker, J.A., Burroughs, N., and Song, R. (2010). Mind the (other) gap! The growing excellence gap in K-12 education. Indiana University Center for Evaluation and Education Policy (CEEP). Available at: https://www.iub.edu/~ceep/Gap/excellence/ExcellenceGapBrief.pdf. Quote taken from page 34.
8. Lacey, T.A., and Wright, B. (2009). Occupational em-loyment projections to 2018. Monthly Labor Review, 132(11), 82-123. Available at: http://www.bls.gov/opub/mlr/2009/11/art5full.pdf.
9. Plucker Ibid

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(Reynolds, M.C. & Heistad, D. (1997). 20/20 Analysis: Estimating the Effectiveness in Serving Students at the Margins. Exceptional Children, 63, (4), 439-449.)

Willson Wyner, J.S., Bridgeland, J.M., and Diiulio, J.J. (2007). The achievement trap: How America is failing millions of high-achieving students from lower income families. A report by the Jack Kent Cooke Foundation and Civic Enterprises. Available at: http://www.jkcf.org/assets/files/0000/0084/Achievement_Trap.pdf.